DOCUMENT RESUME

ED 028 986 SP 002 492

By-Dow, Clyde W., Ed.

Program and Papers of the First Workshop for College Supervisors and Coordinators of Student Teaching (Michigan State University, August 1-12, 1966).

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 66

Note-135p.

EDRS Price MF-$0.75 HC-$6.85

Descriptors-Classroom Observation Techniques, *College Supervisors, *Cooperating Teachers, Internship Programs, *Practicum Supervision, Student Seminars, *Student Teaching, *Teacher Role, Teacher Seminars

Identifiers-Michigan, Michigan State University

These 23 papers, each written by a different member of the workshop, are collected as source materials for teacher educators: The Role of the Supervisor in the Teacher Education Program; Orientation Seminar for Supervising Teachers and Administrators; The Supervising Teacher's Role in the Improvement of Student Teaching (2 papers); The College Supervisor: Generalist or Specialist; A Course in Supervision of Student Teaching; Selection of Supervising Teachers; Role of the College Coordinator in Biological Science Student Teacher Programs; The Role of the Cooperating Teacher; An Outline for Seminars for Secondary Mathematics Student Teachers; Tentative Plans for Student Teacher Orientation in a Michigan State University Resident Center; Selection of Students for a Teacher Education Program and Student Teaching; PreStudent Teaching Experiences; A Sample Seminar To Be Used Separately with Supervising Teachers and Student Teachers; A Student Teacher Seminar on Reading; Providing Elementary Classroom Experiences for Sophomores and Juniors on Campus; Survey of Internship Programs (2 papers); Outline of A Pilot Study in Secondary Internships; Some Current Practices and New Approaches in Focused Observation in Student Teaching; Ranking of Statements on Feedback Instrument for Analysis of Teaching Behavior; Sources of Student Teachers' Dissatisfaction; Suggestions for Reappraisal of the Teacher Education Program in Papua and New Guinea. (JS)

ED028986

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRAM AND PAPERS OF THE FIRST WORKSHOP FOR COLLEGE SUPERVISORS AND COORDINATORS OF STUDENT TEACHING

PROF. GEORGE MYERS, DIRECTOR

MICHIGAN STATE UNIVERSITY
AUGUST 1 - 12, 1966

EDITED BY CLYDE W. DOW

SP002492

FOREWORD

The growing enrollments in teacher education programs, and the increasing recognition of the value of the student teaching experience have created an increased demand for properly qualified college supervisors. The positions of director, college supervisor and coordinator of student teaching are now recognized to be of such significance that there is an increasing enrollment in programs at the doctoral level for preparing such personnel. The first Workshop for College Supervisors and Coordinators of Student Teaching is one aspect of the Michigan State University program of preparation for such positions.

The papers in this collection, written by some members of our first workshop, contain much that is of value. Although the range of subjects varies greatly, here are the beginnings of source materials for use by college supervisors and college coordinators of student teaching.

To those who attended our first workshop, we are happy to have had you with us and we hope your experience was a valuable one. To the many members of our student teaching and the College of Education staff who gave their time and effort to make these two weeks a success I express my sincere thanks.

W. Henry Kennedy

Director of Student Teaching

TABLE OF CONTENTS

Page

Foreword 1

The Program 4 10

The Papers, Alphabetically by Author

Boonstra, Paul
An Outline For Seminars For Secondary
Mathematics Student Teachers. 11 13

Bourziel, Esther M.
Survey Literature On Intern Programs
(Comparison of Michigan Programs) 14 19

Dickinson, William R.
Tentative Plans For Student Teacher
Orientation In A Michigan State University
Resident Center 20 24

Ebbeck, Frederick N.
Suggestions For Reappraisal Of The Teacher
Educations Programme In Papua And New Guinea. . 25 32

Godfrey, Lina R.
The Role Of The Supervisor In The Teacher
Education Program 33 38

Kraft, Richard J.
Selection Of Students For A Teacher Education
Program And Student Teaching. 39 44

Larson, Richard and Orozco, David
Some Current Practices And New Approaches
In Focused Observation In Student Teaching. . . 45 53

Lewis, Chester F.
Selection Of Supervising Teachers 54 57

Lusby, Bertha E.
Orientation Seminar For Supervising Teachers
And Administrators Theme: Student Teaching:
A Joint Responsibility. 58 61

Marcus, Clifford M.
The Supervising Teacher's Role In The
Improvement Of Student Teaching 62 65

Mechling, Kenneth R.
Role Of The College Coordinator In Biological
Science Student Teacher Programs. 66 68

TABLE OF CONTENTS

Page

Mihalyi, William M.
The College Supervisor: Generalist Or Specialist? 69 71

Moeckel, Rolf E.
A Course In Supervision Of Student Teaching . . 72 79

Moon, R. Arden
PreStudent Teaching Experiences 80 82

Morris, Audrey
The Role Of The Supervising Teacher 83 89

Owen, Shirley L.
A Sample Seminar To Be Used Separately With Supervising Teachers And Student Teachers: Observation Using L S I Methods & Materials . . 90 95

Ransom, Celia
The Role Of The Cooperating Teacher 96 102

Rouse, William M., Jr.
A Survey Of Existing Intern Programs In Teacher Education. 103 111

Shami, Mohammad Ansar Ahmed
Sources Of Student Teachers' Dis-satisfaction . 112 116

Smith, Alice
A Student Teacher Seminar On Reading 117 123

Underhill, Robert G.
Outline Of A Pilot Study In Secondary Internships 124 125

West, Bradley
Ranking Of Statements On Feedback Instrument For Analysis Of Teaching Behavior 126 130

Youngs, Richard C.
Providing Elementary Classroom Experiences For Sophomores And Juniors On The Campus. 131 133

Dow, Clyde W.
To The Contributors From The Editor 134

Participants please include this at the front of the "binder" which we hope you will refer to throughout the Workshop

DETAILED SCHEDULE

SEMINAR FOR COLLEGE SUPERVISORS AND COORDINATORS OF STUDENT TEACHING

Michigan State University
August 1-12, 1966

Monday, August 1, 1966

9:00 a.m.	Registration and Check-in	Lobby, Erickson Hall
9:15 a.m.	Group registration for those who did not register in June	KIVA, Erickson Hall
	If you have questions, come to Room 461, Erickson Hall	
1:00 ;.m.	First meeting of participants	Room 208, Bessey Hall (across the Red Cedar River, just north of Erickson Hall)
	Welcome - Dr. Henry Kennedy, Director of Student Teaching	
1:15 p.m.	Seminar - "DEFINING ROLES AND RESPONSIBILITIES IN STUDENT TEACHING" - Dr. Robert Oana, Coordinator, MSU Livonia Resident Center	
2:30 p.m.	Panel - Persons Involved in Student Teaching (Dr. Oana, Chairman) Dr. Maurice Pernert, Holt Public Schools, Superintendent Mr. Robert Lott, Lansing Public Schools, Placement Mr. Glenn Burgett, Lansing Public Schools, Principal Mr. Robert Taylor, Livonia Center, College Supervisor Mrs. Joan Freeman, Lansing Public Schools, Student Teacher Dr. William Walsh, MSU Methods and Science Specialist Miss Clara Schuster, Lansing Public Schools, Supervising Teacher (Okemos)	
7:00 p.m. - 8:30 p.m.	Social Hour-Dr. Kennedy's Home(4578 Tacoma Blvd)	

Tuesday, August 2, 1966

9:00 a.m.	Seminar - "TEACHER EDUCATION TODAY - CURRENT CHALLENGES AND OPPORTUNITIES" - Dr. Leland Dean, Assistant Dean, and Director of the School of Teacher Education, MSU College of Education
	Discussion
10:30 a.m.	Seminar - "THE ROLE OF THE DIRECTOR OF STUDENT TEACHING" Dr. Henry Kennedy, Director of Student Teaching, MSU
	Discussion

1:30 p.m.	Introductions of Participants
	Sharing of Programs of Participants' Institutions
	Organization and Planning of Individual Activities
	Examination of Materials
	Planning for trips to Jackson and Detroit
3:30 p.m.	Adjourn

Wednesday, August 3, 1966

9:00 a.m.	Seminar - "FOCUSED OBSERVATION OF TEACHER BEHAVIOR" - Dr. Ted Ward, Director, Learning Systems Institute, College of Education MSU
	Discussion
10:30 a.m.	Seminar - "COMPARATIVE STUDIES IN CLINICAL SETTINGS" - Mrs. Judith Henderson, Associate, Learning Systems Institute, MSU
	Discussion

1:30 p.m.	Work Session Examination of Clinic School Manuals Sharing of Programs of Participants' Institutions Further Planning for trips to Jackson and Detroit
3:30 p.m.	Adjourn

Thursday, August 4, 1966

8:30 a.m.	Depart for Jackson as planned in private cars
9:30 a.m.	Arrive at Parkside H. S., Jackson Mr. Leon Neeb, Coordinator of Summer School Student, Jackson Resident Center, MSU, will be our host. Other hosts: Mr. Giesler, Mr. Kiesel (H.S.) and Miss Genevieve Olson, (Elementary), at Cascade School
9:45 to 11:30 a.m.	Visits to secondary and elementary student teaching stations as arranged by Mr. Neeb and building principals. Mr. Neeb has indicated that there will be opportunity to visit informally with student teachers and supervising teachers during this period. A meeting will also be set up with one group of elementary and one group of secondary supervising teachers during the period.
11:30 a.m.	Depart from Parkside H.S. Lunch on the way home.

2:00 p.m.	Seminar - "MAKING SEMINARS FOR STUDENT TEACHERS AND SUPERVISING TEACHERS COME ALIVE" - Dr. Clyde Dow, MSU Coordinator, Lansing Area Mrs. Dawn Davis, Ass't Coordinator, MSU Pontiac Center. Mr. Manley Johnson, Ass't Coordinator, MSU Lansing Area. Final Planning for Detroit trip on Friday
3:30 p.m.	Adjourn

Friday, August 5, 1966

8:00 a.m.	Depart for Detroit	From Erickson Hall
10:00 a.m.	Arrive at Detroit School Center, Woodward Avenue opposite Rackham Building (Go to Room 268)	
	Seminar - Welcome to Detroit: Dr. Carl Byerly, Ass't Supt., Detroit Public Schools "STUDENT TEACHING COOPERATION IN A METROPOLITAN SCHOOL SYSTEM" Dr. George Owen, Director, Division of Continuing Education and Mrs. Gertrude Kirkwood, Detroit Public Schools (Shirley Owen of our group is the Resource Person)	Room 268, Detroit School Center

---

12:30 p.m.	Luncheon, Detroit Institute of Arts Across Woodward and one block north	
1:30 p.m.	Continuation of Morning Discussion, with Dr. Owen, Mrs. Kirkwood, and Mr. Richard Dougherty (Coordinator, MSU Teacher Education Center) (Dick Dougherty Made arrangements for today's activities)	Room 208, Detroit School Center
3:30 p.m.	Adjourn Planned workshop program resumes on Monday at 9:00 a.m., Room 208 Bessey Hall	

Monday, August 8, 1966

9:00 a.m.	Seminar - "BEHAVIOR AND MODEL-BUILDING IN PRACTICE IN A TEACHER EDUCATION CENTER" Dr. Robert Schmatz, Coordinator, MSU Battle Creek Teacher Education Center; Dr. Horton Southworth, Coordinator, MSU South Macomb County Teacher Education Center; Mr. Larry Inman, Ass't Coord., Battle Creek Center; Mrs. Lucille Beacom, Ass't Coord. South Macomb County Center.
10:00 - 10:45 a.m.	Continued Discussion
10:45 a.m.	

1:30 p.m.	Work Session (Subject to changes suggested by participants through the Steering Committee) Shirley Owen Ken Mechling Henry Kennedy
3:30 p.m.	

Tuesday, August 9, 1966

9:00	"The Internship in Teacher Education" Dr. Horton Southworth, MSU South Macomb Co. Resident Center, and Dr. Robert Schmatz, MSU Battle Creek Resident Center. A discussion of the MSU E. I. P. program and national developments in the internship.

No Group Meeting

This afternoon is reserved for individual work by participants. However, Room 208 will be open from 1:30 to 3:30 for those who wish to use materials.

Wednesday, August 10, 1966

8:00 a.m.	*Tour of Student Teaching Office*, 134 Erickson Hall, with Dr. Kennedy, for and interested participants.
9:00 a.m.	Seminar - "MAKING SEMINARS FOR SUPERVISING TEACHERS COME ALIVE" Dr. Clyde Dow, MSU Coordinator, Lansing Commuting Area.
10:00 a.m.	Seminar - "WHO'S RESPONSIBLE FOR TEACHER EDUCATION AND STUDENT TEACHING?" - Dr. Roy Edelfelt, Associate Secretary, NEA-TEPS Commission, Washington, D. C.

1:30 p.m.	"SETTING UP AN OFF-CAMPUS STUDENT TEACHING CENTER" - Dr. Henry Kennedy, Director of Student Teaching, MSU
2:30 p.m.	"THE MICI PROGRAM IN DETROIT" - Mr. Richard Dougherty, MSU Detroit Center
3:00 p.m.	"THE SERL PROJECT - A COOPERATIVE EFFORT IN STUDENT TEACHING" - Dr. George Myers, MSU Lansing Area Secondary Program
3:30 p.m.	Adjourn

Thursday, August 11, 1966

9:00 a.m.	"EVALUATION IN STUDENT TEACHING" Dr. Hugo David, MSU Benton Harbor St. Joseph Resident Center, and Dr. Clyde Dow, MSU Lansing Area Resident Center.
11:00 a.m.	"REPORT ON MSU EDUCATIONAL MEDIA PROJECT" Mr. Paul Slocum, MSU Southwest Michigan Resident Center.

1:30-2:10 p.m.	"Programs in Other States and Other Universities."	
	Esther Bourziel	Western Michigan University
	Lewis Chester	Virginia
	Ken Mechling	Clarion State College, Pa.
	Richard Larson	Western Illinois University
2:10-2:30 p.m.	"The Role of the Lab. School in Student Teaching."	
	Richard Youngs	Illinois State University
	Manley Johnson	Geneseo-State University of New York
2:30-2:50 p.m.	"The Role of the Private Liberal Arts College In Teacher Education."	
	Paul Boonstra	Calvin College
	Wilton Wood	Andrews University
	Richard Kraft	Spring Arbor College
2:50-3:30 p.m.	"Teacher Education in Other Lands'	
	David Orozco	Columbia
	Mohammad Ansar Shami	Pakistan
	Fred Ebbeck	Australia, New Guinea

PURPOSE: To see some other teacher education and student teaching programs.

NOTE: All panels will be strictly limited to the times allotted to them, so individual reports should be limited to 5-8 minutes in order to allow for questions at the end of each report or panel.

Friday, August 12, 1966

9:00 a.m.	SHARING OF PROJECT AND REPORTS (brief descriptions of the materials developed by participants)
10:15 a.m.	Coffee Break
10:30 a.m.	TALKING ABOUT THE SEMINAR EXPERIENCE How could we have made the experience a better one? Closing activities
11:30 a.m.	Adjournment

12:00 noon	LUNCHEON Charcoal House, in Frandor Center
1:30 p.m.	Farewells!

AN OUTLINE FOR SEMINARS FOR SECONDARY MATHEMATICS STUDENT TEACHERS

Paul Boonstra

Asst. Professor of Mathematics
Coordinator of Secondary Math Student Teachers
Calvin College, Grand Rapids, Michigan

Background-So that you can understand the nature of the seminars I am outlining, I will begin with a brief description of the secondary student teacher program at Calvin College. Calvin is a liberal arts college and, as such, emphasizes the academics. It is not surprising then that it is concerned with what is being taught as well as how it is being taught. In keeping with this philosophy changes were made in the secondary teacher training trogram. In September, 1965, four departments assumed responsibility for the college supervision of the secondary student teachers from their departments. (English, Mathematics,History, and Science). One person in each department was assigned the duty of conducting a seminar with the student teachers of the major. This same person was to make the visits to the classroom to observe the student teaching. He was to make himself available so that if a student had a question he could help the student. In addition to these contacts with the major department the student was required to meet a general seminar conducted by the Education department in which problems of a more general nature were discussed. The general seminar met three times per week and the major seminar met twice per week.

General Philosophy- The purpose of the mathematics seminar is to improve mathematics teaching, therefore students are made to feel free to ask any questions relative to their teaching situations. Often the problem has already been discussed with the sponsoring teacher and a plan of action adopted. This is shared with the group. Sometimes alternate solutions are discussed and weighed. With this activity in mind, an effort is made to keep the program quite flexible. There are some topics that I feel should be discussed. These I will briefly outline, indicating the procedure I plan to follow this coming semester.

General Requirements- 16 observation reports
5 brief critiques of articles assigned through the semester
Each student will conduct one seminar on a topic of his choice.

Topics

A. Planning: This topic is correlated with a similar discussion in the general seminar. Against this background the student submits a unit plan from the text he is using in his student teaching. These plans are presented to the group where they are discussed and sometimes modified. After these units have been taught, they are reevaluated and the student reports to the group what changes he would suggest.

B. Observation: The observation requirement which I have listed above is a carryover from the old program. I hope to make some changes this year. I hope to have the students make half of these observations in the first two weeks of the semester and have the remaining ones spaced through out the reamining time. I hope to develope a form much like the one Dr. Ward used to record a decision, and use these observations for seminar discussion early in the semester. I hope that by this means the students learn to "look" for important teaching behavior.

C. The New Mathematics: In order to do an intelligent job of mathematics teaching on the secondary level, the teacher should be aware of what is being done on the elementary level. This is particularly true in the mathematics area where in most cases the student's experience is far different from what is now being done. To acquaint them with this, elementary texts are brought over from the curriculm center. These are examined and discussed. This session is followed with one devoted to a discussion of the major experimental programs of the past few years. The next session will be devoted to a comparison of traditional texts with the modern texts. Before the next session each student is required to read the Cambridge report (2) and the Commission Report (1). The Cambridge Report sets out some long range goals for the teaching of mathematics. It is quite controversial and before the students come to the seminar they are asked to write a short statement of position concerning it.

The final seminar on this topic is a discussion of the criticisms of the new mathematics programs. To brief the students, I assign some pertinent articles in the journals.

D. Textbook Evaluation: The National Council Of Teachers Of Mathematics publishes a pamphlet entitled "Aids for Evaluation of Mathematics Textbooks". Enough of these are obtained for the class and they are used on some of the recent texts.

E. Professional Growth: To stimulate growth through contact with professional journals, each student is required to have a student membership in the National Council of Teachers of Mathematics.

If a professional meeting is held in the area, seminar is cancelled and the students are urged to attend.

Each student is required to write a critique of two articles which have appeared in the journal within the last five years.

Other Topics-Early in the year each student selects a topic of interest to him. He prepares a short bibliography for the class which is distributed at least a week before the topic is to be discussed.

Suggested topics:
Homogeneous vs. Heterogeneous grouping
Programmed Learning in Mathematics

Testing
Providing for the Slow Learner
Enrichment
Math Clubs
Testing
Multi-track programs

Bibliography- At the beginning of the semester I provided the students with a bibliography to assist them in choosing a topic for their discussion and provide them with some sources for background reading.

BIBLIOGRAPHY

1. "Program For College Preparatory Mathematics," College Entrance Examination Board, New York, 1959
2. "Goals For School Mathematic", Educational Services Incorporated by Houghton Mifflin Co., Boston, 1963

SURVERY LITERATURE ON INTERN PROGRAMS (COMPARISON OF MICHIGAN PROGRAMS)

Esther M. Bourziel

Intern Consultant
Western Michigan University
Muskegon, Michigan

Although internship programs do exist in areas of the country such as University of Oregon, Queens College of the City University of New York, the Harvard-Newton Summer Program, and others, I wish to confine this study to the internship programs in operation in the state of Michigan.

What is internship? "The internship is an advanced level of student teaching in which the intern teaches a major portion or all of the day, is a college graduate, is paid by the school district, and is superivsed by college personnel.
At present our concept of internship has been modified to a degree, but there is a common element throughout, namely, the increased supervision of beginning teachers. Each plan claims some uniqueness. The intern program enlarges the number of routes to teaching careers, and is not the sequel to professional training but the very essence of that training.

Programs to be campared are: Western Michigan University, Michigan State University, Central Michigan University, and University of Michigan, Flint. Areas included will be: the program, theory and practice sequence, admission practices, certification, costs, remuneration, and unique features of each.

Western Michigan University's cooperative teacher preparation program is designed to explore ways and means of improving the quality of elementary teacher education, particularly along three lines: a high degree of selectivity for elementary' teacher candidates, a more gradually and thoroughly planned introduction to full professional status, and a more meaningful relation between academic-professional training and practical experience.

The first two years of the program will be taken at Community College (Muskegon) and will include basic studies courses, selected professional courses, and a beginning of specialization in major and minor fields. Students who wish may transfer to' Western Michigan University at the end of the second year. Similarly, students who have demonstrated interest and ability at Western Michigan University, may transfer to the cooperative program at the end of their second year. Appropriate screening procedures will be applied before admission to the third year.

The third year will be devoted primarily to professional orientation, with courses in elementary education the first semester, along with academic courses, and a second semester of integrated student teaching, with accompanying seminar and electives. The first semester will be on the campus of Western Michigan University for all students; the second semester in the local public schools.

Two six-week summer sessions are required, at the end of the second and third years on the campus of Western Michigan University. At the end of the summer following the junior year, the candidates will have completed a total of 106 to 110 semester hours of college credit, or approximately 3½ years of study.

In the fourth and fifth years, selected candidates who are ready for responsible classroom teaching are placed in the local schools as intern teachers, under the supervision and guidance of teachers who devote full time to this work. This specially chosen master teacher, the intern consultant, will be responsible for six to eight intern teachers, working with them in the classroom. During these two years, interns will earn the necessary 14 to 18 semester hours in academic and professional courses required for graduation.

Appropriate screening procedures are employed before admission to the third year. All assignment, transfer, and removal of interns are the joint responsibility of the school system and the University.

Interns will teach on special certificates. At the end of the fifth year the degree (bachelor's) and elementary provisional certificate will be awarded.

Costs to the student are expenses on campus for one semester and two summer sessions of six weeks each, while remuneration will consist of 2/3 of the regular beginning salary the fourth year, plus a regular schedule increment the fifth year. The third step of the salary scale will be possible the sixth year with full certification.

This plan of internship provides a gradual induction into teaching-early observation of children, early participation, supervised teaching, limited teaching, and full-time teaching. There is selection all along the way. It keeps the student close to the community and the public schools. This approach aids in meeting the increasing demand for highly competent elementary school teachers.

This program has had no foundation or other outside support.

Michigan State University's Elementary Internship Program (EIP) has evolved from the cooperative endeavors of twenty-one public school districts and the College of Education. This undergraduate teaching internship has resulted from careful program exploration and development in six former Student Teaching Education Program (STEP) off-campus centers. In each center opportunities are provided to examine aspects of the society power structure as related to social foundations of education. Opportunities are provided for observation and directed teaching experiences to amplify educational psychology, instructional demonstration, and directed teaching experience to parallel the study of methods of teaching content. This experience is followed by a year of internship under the guidance of an intern consultant and is completed in four years. The program resulted from several years of research and experimentation in teacher education. Several centers are now developing into clinical settings for teacher education where the relationship of the public school personnel and University Personnel is intensified. At present there are 17 student teaching centers with 117 school systems participating and Michigan State Faculty residents of the areas as coordinators of the centers.

The first two years are at Community College with study in Liberal Arts and general education areas (96 hrs.). A summer session of ten weeks follows with courses in arts and sciences (17 hrs.). From September to March (two Quarters) may be spent in an intern center (methods of teaching and student teaching) (35 hrs.) followed by one quarter on M.S.U. campus with liberal arts courses (17 hrs.). Methods and student teaching are integrated during this period, and course work is taught by MSU factulty. Student teachers are under the supervision of outstanding classroom tea chers and M.S.U. staff members (resident). Five weeks of summer school on M.S.U. campus follow with Liberal Arts classes (9 hrs.). Fourth year is for teaching internship in intern center. Very careful supervision and direction are given by the intern consultant. Additional courses required for graduation are provided in the intern center (9 hrs.). Total; 183 term hours.

Entrance to the program is made at end of sophomore year, with application made at the beginning of the final semester of that year. This is an optional route to graduation and certification. Letters are sent to all sophomores regarding EIP, and also to their parents. Additional requirement is an interview by the school system where interning is done.

If center is close to your home, you may save dormitory board and room, except for 1½ summer sessions and one quarter on campus. However, student loans for teacher preparation are given top priority through National Defense Education Act. Approximately $3500 is paid for the internship in the fourth year. Following the fourth year, intern receives bachelor's degree and provisional teaching certificate.

This program provides student with a close relationship all along with people interested in helping him, combines study of theory with practice, involves public schools as full partners, tests one's interest in teaching early, and more students can go to college under this plan. Exceptional!

Central Michigan University's intern program is a five year one in cooperation with nearly 40 public school systems. The intern works with a cooperating teacher for a semester at a time. For three semesters the intern is a full-time employee of the school, first as Teacher Assistant, becoming acquainted with a school and the routine aspects of teaching; then as Teacher Extern, perhaps in another school, with a more active role in the instructional area ; and finally, as Teacher Associate, as well qualified as beginning teachers, with slightly reduced load in order to do additional study.

First and second years there are no special requirements. During third, fourth, and fifth years, students are on campus one semester and doing intern teaching the other semester. Teacher interns, being on the payroll, have a definite responsibility to perform duties. Supervision is also done by principal and University coordinator, as well as the cooperating teacher.

A student indicates interest in the five year plan while a freshman or early sophomore. Once enrolled, his records should be kept up to date.

Costs for the program would be for the first two years on campus, plus three additional semesters. One may apply for NDEA or student loan. However salary is earned during the internship-Teacher Assistant, 50% of full time beginning teacher's salary; Teacher Extern, 65%; and Teacher Associate, 80% of beginning teacher 's salary.

Teaching certificate and degree will be issued at end of fifth year unless a student desires to finish sooner by attending summer school and / or taking more than 16 hours per semester. If work is of good quality, one can earn graduate credit before one finishes the five year plan.

This program utilizes interests and specialized knowledge of each, and concentrates on the weak areas. This program has been functioning since 1959, an example of a cooperatively developed teacher internship, first a grant, now within a regular college program. AACTE Award, 1965.

University of Michigan, Fkint's plan is a five year internship one, with three years of closely supervised teaching assignment with pay. Flint City Schools are the only participating ones.

The first two years are for the "normal" college program except that students attend two summers carrying a maximum load, and sometimes attend the summer preceding their first year. In the spring semester of their second year, students are programmed into a professional education semester which includes educational psychology, general and special methods, and a limited but solid teaching experience. During the third, fourth, and fifth years (Teaching-Learning Phase), the intern is assigned to a regular classroom, paid according to the school system's salary schedule for non-degree teachers, and functions as a "normal" teacher with three major exceptions: 1) carefully selected professional teacher (Training Teacher) devotes full time with not more than 7 or 8 interns, advising, counseling, observing, assisting, teaching, and general directing. A maximum of three interns in the beginning internship are allowed for one Training Teacher. 2) a university supervisor keeps in contact with interns and Training Teachers through conferences and seminars, and 3) during the three years, the interns enroll for a course or two in evening programs at the College, and for a full load in the remaining summer sessions until the degree program is completed.

The total program takes place in the local area of Flint. Salary for three years is that of a non-degree teacher. A bachelor's degree and a teachers certificate are earned.

This plan provides opportunity for a long-term internship with a reasonable rate of remuneration, in a closely supervised assignment, with pay. I do not know how long this program has been in existence, nor whether there has been any evaluation of the program, as yet.

It is hoped that the above institutions will continue to evaluate their programs, making further changes to improve even more the positive steps in the intern concept of the teacher education design.

BIBLIOGRAPHY

1. Alterman, Rolland: New Phase in Teacher Education; the Intern Concept. Michigan Education Journal, September, 1964.

2. American Association of Colleges for Teacher Edncation: Cooperative Structures in School-College Relationships for Teacher Education, Report Number Two, 1965.

3. Corman, Bernard R. and Olmsted, Ann G. : The Internship in the Preparation of Elementary School Teachers. College of Education, Michigan State University, 1964

4. Haberman, Mattin: Intern Concept in Teacher Education. Wisconsin Journal of Education, January, 1964

5. Haberman, Martin: Teacher Behavior of Successful Interns. Journal of Teacher Education, June, 1965.

6. Jenkins, O. : Team Teaching and the Intern. Ohio Schools, January, 1966.

7. Shaplin, Judosn T. and Posell, Arthur G.: A Comparison of Internship Programs. Journal of Teacher Education, June, 1964.

8. Whitelaw, J.B.: Teacher Preparation: Five Targets for the Next Ten Years. School Life, January-February, 1964.

9. Whitelaw, J.B.: The Most Important Breakthrough in the History of Teacher Education: The Teacher Internship. Annual Conference of Idaho School Administrators and Trustees at Sun Valley, Idaho, August 14, 1964. (Mimeographed)

TENTATIVE PLANS
FOR STUDENT TEACHER ORIENTATION
IN A MICHIGAN STATE UNIVERSITY RESIDENT CENTER

William R. Dickinson

Assistant Coordinator of Student Teaching
Michigan State University
Resident Center
Grand Rapids, Michigan

The process of student teacher orientation varies greatly among colleges and universities. There is much diversity in form and content both in Orientation Days and Orientation Seminars.

This paper presents the viewpoint of a Michigan State University Coordinator of secondary student teachers located in Grand Rapids, Michigan. It concerns the Orientation Day and the initial Orientation Student Teaching Seminar.

It is hoped that these tentative arrangements may be of some value to those individuals involved in the coordination of student teachers, but not necessarily associated with the student teaching program at Michigan State University.

The Orientation Day for Michigan State University student teachers assigned to Grand Rapids is held during the term prior to the term of student teaching. It may be organized as follows: The students convene at the College of Education at Michigan State University at 8 A.M. and board a Michigan State University bus. They arrive in Grand Rapids at approximately 10 A.M. and are taken by the bus to Turner School which is the student teaching resident center. The students are greeted at the door by the resident coordinators and Michigan State University students presently engaged in student teaching. These student teachers serve as hosts and hostesses for the day. After a word of welcome by the coordinators, coffee and rolls are served in an informal atmosphere and the students have a chance to converse with the hosts and hostesses and also fellow students. Following the 15 to 20 minute "coffee break", the students are informed by the coordinators of the arrangements for the day. The next item on the agenda is the panel of student teachers who speak on the "do's and don'ts" of student teaching which includes everything from the manner of dress to discipline in the classroom. This can be followed by questions from the students and answers from the student teachers. The students then divide into two groups at about 11:30 A.M. The students with elementary assignments going to one area and those with secondary assignments to another. They are then given their placements which consist of school, subject area and the name of their supervising teacher, and arrangements are made for transportation to the various schools. The larger groups of students going to a particular school are transported by bus, and the smaller groups by car. Students assigned to schools outside of the city in Kent County areas, will be met by an administrator or their supervising teacher at Turner School. Those students who will be student teaching in art, music, physical education or speech correction are met by the various supervisors in these areas if they are going to be teaching in more than one school. The students then leave Turner and go to their respective schools, where they have "Dutch-Treat" lunch with their supervising teacher.

If time permits, he is introduced to the administration of the school and is given a tour of the facilities by either the supervising teacher or administrator. The students are transported back to Turner School at about 3:30 P.M. and board the bus for the return trip to campus with a few words by the coordinators pertaining to "hope you enjoyed your day", "we're looking forward to having you with us next term", and "if for some

reason you feel a change in student teaching assignment is necessary, please contact us soon and we'll discuss the matter". This concludes the first phase of the student teaching orientation. orientation.
Although there are numerous ways in which the Orientation Seminar might be organized, the greatest concern should be deciding what to include at this time. Because this seminar is only one interrelated segment of the total student teaching experience, it is essential that only material of primary importance be covered by the coordinator at the Orientation Seminar. This will reduce confusion and frustration for the neophyte student teachers. This seminar description is suitable for secondary student teachers but may be adapted to elementary student teacher seminars with minor alterations. The topics covered should be arranged in the order best suited to fit the elements of time and place most effectively, and therefore are listed in no particular order below.

1. Welcome and self-introduction of coordinator.
2. Self-introduction by students in the seminar.
3. Have students fill out information cards listing their name, local address, telephone, school, and subject area.
4. Have students fill out "grid cards". These cards should list the teaching hours of the day down the left side, and the days of the week across the top. This card can be used for coordinator observation purposes, and the coordinator should pass these cards out at each seminar so that the students can fill in the appropriate squares that correspond to the hours when they will be teaching for the forthcoming week.
5. A short discussion of the Handbook For Student Teachers- Michigan State University. Make sure each student has a copy and record the number of each handbook for return at the completion of the term. Point out the following and tell the students to familiarize themselves with these aspects for discussion at the second student teaching seminar.
    - a). Chapter 2- "Purposes and Objectives in Student Teaching."
    - b). Chapter 3 - "Role and Relationships in Student Teaching."
    - c). Chapter 4 - "Observation and Beginning Participation."
    - d). p. 100. "Who Can Aid In Evaluation?"
6. Briefly mention the various materials in the packet given to each student teacher. These include:
    - a). Student Teaching Mid-Term Evaluation Form.
    - b). Student Teaching Evaluation (final form)
    - c). You're In For A Surprise - The Student Teacher in Resident Student Teaching.
    - d). Local Center Policies For Student Teachers.

7. Discussion of student teaching housing. Make sure each student has a "satisfactory" local address.
8. Calendar: This should include the days, times and locations for succeeding seminars. The seminars may be held during the term in various schools where students are teaching so the locations can be established as the term progresses. The calendar should also include the dates of the supervising teacher seminars.
9. Discussion of topics for seminars with total student participation during the term. The coordinator can ask for concerns and interests that students might like to have discussed in seminars during the term. It may be wise for the coordinator to suggest a few topics in order to start the "thought processes" of the group. Of course, this will depend upon the make-up of the student teacher group. Some of the topics suggested may include the following:

    a). Lesson Plans
    b). Evaluation
    c). Guidance and Curriculum Techniques
    d). Professional Problems
    e). Student Teachers as Viewed by High School Students
    f). Audio-Visual Materials and Uses
    g). Discipline
    h). Recent Trends in Secondary Education
    i). Creativity

    The coordinator can write the suggested topics on the board and a decision can be made by students voting upon them for coverage in seminars during the term. Students can then sign up for one or more seminars in which they would like to participate. It should be mentioned by the coordinator that the students will be responsible for determining resource personnel for the seminars, and that each group of students should meet with the coordinator at least one week prior to their particular seminar to review the plans together. It should be made clear that the coordinator is available for assistance in planning at all times.
10. Community Resources. Mimeographed maps of the downtown

area can be distributed. These should show the location of the Michigan State University Extension Library, the Ryerson (city) Library, the Art Gallery and the Museum. A few words pertaining to each of these is desirable.

11. Case Study. Establish the fact that a case study will be due one week prior to the completion of the term and more details will be announced perptaining to this assignment at the next seminar.
12. Lesson Plan Form. Present the students with a mimeographed lesson plan form. The coordinator might mention that perhaps the students may have suggestions for this form at the next seminar. Is something missing? Should some areas be revised to fit a particular teaching situation or subject? The basic lesson plan may be as follows:

    I. Topic or Unit
    II. Specific Objectives
    III. Materials needed
    IV. Teaching the Lesson
        A. Motivation or Introduction.
        B. Removal of Anticipated Difficulties.
        C. Presenting the specific problem or purpose.
        D. Study period, or skill practice, or solving the problem.

        E. Follow-up.
    V. Evaluation with students at close of lesson, summary, review. (Have we solved the problem? What was learned?)
    VI. Student's self-criticism.
13. Important Data. Students should be informed that the coordinator must be notified if the student must leave the city for any reason. If illness, or other reasons prevent a student from teaching, the coordinator must be called, as well as the supervising teacher and the school. The coordinator should give the students his home telephone number as well as his office number.
14. Question and Answer Period. This should follow the "formal" presentation of material.
15. Coffee. Coffee and rolls should be served during the orientation seminar, either in the middle of the session or during or following the question and answer period. This practice should be established for all seminars with the students responsible for a particular seminar also responsible for the refreshments.

SUGGESTIONS FOR REAPPRAISAL OF THE TEACHER EDUCATION PROGRAMME IN PAPUA AND NEW GUINEA

Frederick N. Ebbeck

College Principal (on leave)
Department of Education,
PAPUA AND NEW GUINEA.

The Real Problem

Perhaps the biggest problem faced by the Teacher Training Division of the Education Department is a lack of clarity in aims and objectives at a foundational level. This is basic to the Administration as a whole. While objectives, at a certain level, are clearly stated in policy statements there is a regretable lack of distinction between purposes and processes.

I. The broad objectives of eductional policy include the following:

(a) The political, economic, social and educational advancement of the peoples of the Territory;
(b) a blending of cultures; and
(c) the voluntary acceptance of Christianity by the people in the absence of any indigenous body of religious faith founded on teaching or ritual.

II. To attain these objectives it is necessary to:

(a) achieve mass literacy, i.e., to teach all indigenous children to read and write in a common language;
(b) awaken the interest of the indigenous people in, and assist their progress towards, a higher material standard of living and a civilized mode of life;
(c) inform the indigenous community to enable it to cope with the political, economic and social chinges that are occurring throughout the Territory;

(d) blend the best features of indigenous culture with those of other societies so that the indigenous groups will be able to manage their own affairs and evolve as a people with common bonds in spite of tribal differences; and
(e) provide within the Territory, as a means of encompassing the above, a full range of primary secondary, territory, technical and adult educational facilities for both sexes and for all classes of the community.

The specific objectives of the Department of Education -- to teach all children in the Territory to read and to write in English, to provide for all people within the Territory a full range of primary secondary, technical, territory and adult education courses and to preserve and integrate the best features of indigenous culture with modern civilization -- are carried out within the broad framework of the policy of political economic, social and educational advancement for the people of the Territory.

It will be noted that it is not specifically stated what type of society it is expected that the Papuan will ultimately live in (see 1 above). This omission conditions everything that is done and efforts then tend to be concentrated on process objectives (see II above), necessary and essential but of somewhat questionable value if there is no overall guiding purpose to give unity and cohesion to what is done. It is rather difficult to determine means if ends are implied and this may well be true. It is suggested, however, that this is not enough.

The assumption underlying education in New Guinea appears to be that an Australian type educational system will satisfy current and future needs. This itself is based on the assumption that those passing through the school system will live in an Australian type society.

The validity of both these assumptions can be questioned. Moreover, it could be maintained that they hamper the development of an effective educational system based on clearly stated aims applicable to a specific situation rather than an adapted or adopted system relevant to a different context.

The first and most significant problem then is a lack of clarity in fundamental aims and a consequent query as to the validity of what is being done in terms of what should be done -- normative issues very difficult to be certain about.

Such questions do not worry many who, immersed in the more routine day-to-day activities of administration, find little time to question what is being done or how it is being done.

Superficial Problems

The general educational problem, as usually seen, can be summarized as a need to:

1) Increase the extent of educational facilities in personnel, equipment and buildings,

2) Improve the quality of euducation (as pointed out this assumes fundamental aims).

Expansion is at present retarded because of the lack of teachers, while the education provided is not as effective as desired since many teachers lack background qualifications (content knowledge) and the professional or vocational training for full appreciation of their responsibilities and opportunities. Fortunately, the balance between expansion and the supply of good teachers remains under Government control and the extension of schools can still be adjusted to the supply. How long this will last is not known for even now demands for more schools are being made by newly elected political leaders who realize the importance of education in the process towards independence. It becomes then, a matter of urgency that more teachers be found with adequate qualifications to meet the needs and what sort of training can be given in the time available. The maintenance of minimum standards, so far as quality is concerned, becomes very important.

Although the more immediate problem in an expanding system is how to get teachers trained to do a job, the wider and more important problems are concerned with teacher morale. Both are affected by such matters as those considered below and others such as the relationship of infant to higher primary or intermediate teaching, the loss to the influence to schools which results from the frequent transfers of staff, particularly headmasters (though this is avoided where the indigenous head masters are concerned, the expatriates often serve their contract term and return to Australia), by examinations, equipment, and many other apparent trivial matters, which, though primarily administrative, certainly affect the quality of education.

Problems	Possible Solutions
Size:	
Colleges small, inadequately staffed facilities poor, physically isolated, immature and school-like atmosphere.	• Establish larger colleges by amalgamation of smaller courses (being done by some Missions), • Co-educational colleges, hostels or residential college at Administration center. • Train more Mission teachers at Administration Colleges.
Staff:	
Small staffed centers, pressure of time and numbers, need for specialists, frequent transfers result in lack of accumulated knowledge or experience.	• Adequate staff necessary, • Specialists be appointed or trained, • Continuity of acceptable staff necessary, • Accelerate training of native staff, • • Conditions of service should attract and retain the best teachers.
Selection:	
No problem yet. Relinquish "A" Course of training. Expand "B" and "C" courses. Basis of selection when. more applicants than places.	• Recruitment at higher academic level. Training to include courses for personal development • Priorities? Essentially practical or more professional? • Specialist courses extended (infant, technical, etc.). • Planned and regular in-service courses as integral part of training.

Courses:

"A" course to end. Enrichment needed in two-year courses. Little attempt at personal development of teacher. Influence of examinations. Trainee's attitude to learning.

- Recruitment at higher academic level.
- Training to include courses for personal development.
- Priorities? Essentially practical or more professional?
- Specialist courses extended (infant, technical, etc.).
- Planned and regular in-service courses as integral part of training.

Examinations:

External: College Status depends on number of graduates. Limits type of course offered.

- Gradually being broken down- Internal examinations by colleges with approval of Education Department, thus allowing some internal accrediting based on worth of whole course.

Attitude, Morale, Status:

Status quite high though competition from other jobs tending to lessen this.

- Factors such as a stimulating and satisfactory course of training, continuity of acceptable supervision once in field and a strongly developed sense of social purpose.
- Means of achieving this through promotion and raising of prestige.

In-Service Training:

Insufficient time, need for teachers in the schools.

- Necessity if standards to be be raised.
- Short courses on specific topics to improve teaching techniques.
- Regular visits by supervisors- length of visit important.
- Greater assistance from Head-Teacher.

Supervision:

Transport and staff shortages. Irregular and lacking continuity.	. Regular visits . Necessary to evaluate effectiveness of in-service training measures and supervision. . Colleges need to follow teacher into the field to evaluate methods and content suitability.

Conclusion

The above "Problems and Possible Solutions" as outlined are general for Teacher Education in Papua and New Guinea for both Mission and Administration Colleges. Some of these problems stand out as being more urgent than others.

In the first place there is an urgency for the Department of Education to take a new look at its aims and objectives of Teacher Education in the light of developments in the realms of politics caused the rapid approach of self-determination; in social structure which has been radically changed in some instances in the attempt to unify the poeples of the Territory; in medicine; in agriculture which is closely linked to the country's economy and last, but not least, the new emphasis being placed on vocational and agricultural education. Where do we go from here? What are the new urgencies? How can we train more indigenous staff to take over the responsibilities of educating their teachers?

On a more practical slant, the Division of Teacher Training needs to look at its own philosophy and methods of training teachers. To begin there needs to be consideration given to the raising of teacher status in the community and with the profession itself.

The "A" course of training as presently conceived will, have to be abolished as recommended by all leading educational authorities and the World Bank Report of 1963. The Department is still "dabbling" with this course of training with a head-in-the-sand attitude. A degree of ruthlessness is needed. An alternative suggestion offered was to train females on an infant teaching program for two years to replace the present "A" course. This needs to be expedited.

There is also an urgency to train indigenous staff in Teacher Education as it is becoming increasingly difficult to recruit suitable expatriate staff in this field. There is now, an increasing number of capable and experienced teachers amongst the indigenous school staff and these should be utilized in the training of their own teachers. This could be approached through using and adapting the team-teaching approach.

In this way the Laboratory School and other ancillary organizations can become more active in the overall program of training. The current approach to training is diffuse in its approach with comparatively little attempt at uniting the various subject courses into a whole. The over-emphasis on lecture-method situation, adds to this disjointedness in the larger colleges, especially the Administration's Port Moresby College, where six different courses areoperating simultaneously. Again, a gradual change to the ideals of team-teaching as a method of imparting instruction should bring a unity as well as a more integrated training program centered on professional education studies (rather than on the current English - as a Foreign Language central theme). This will help the student grow in responsibility, in adaptability, as an innovator and as a thinker rather than as an imitator.

Various suggestions have been made to ensure that teacher training in the Territory context is based on a sound foundation for present expansion and future development. These summarize the most important lines of possible action. Some have the merit of costing very little extra in money or staff while they may stimulate a sense of progress and secure lasting improvements in quality. Short-term measures can create a favorable atmosphere for later more permanent reforms and, if well planned, will fit into a long-term program for improving quality as well as satisfying immediate needs for more teachers. With clear thinking about educational problems and a greater expenditure much progress can be made both in short-term prospects and long-range goals. Without any great increase in expenditure much can still be accomplished--particularly in raising the standard of teachers training. The effectiveness of the measures outlined is limited only by the spirit in which they are carried out.

Courses at Presnt Offered in Teacher Training

Course	Entrance Qualification	Length of Training
a) A	Primary Standard 6 - Upper Pass	1 year
b) B	Form 2 High School Pass	2 Years
c) C	Intermediate Cert., or equivalent (Form 3.) .	2 Years
d) Home Ec.	Form 2 or higher.	2 Years (to be raised)
e) Technical	Form 2 and higher.	2 Years
f) Secondary	Schools Leaving Cert. or Matriculation	2 Years at present

Duties

a) Teach Preparatory to Grade 2 in Primary Schools.

b) Teach Primary grades.

c) Teach Primary Grades to Grade 6

d) Home Ec subjects at High and Junior High schools.

e) Junior Tech and Technical Schools and Tech. Subjects in High Schools.

f) Secondary subject in High Schools.

THE ROLE OF THE SUPERVISOR
IN THE
TEACHER EDUCATION PROGRAM

Lina R. Godfrey

Assistant Professor of Home Economics
Arkansas Agricultural, Mechanical, & Normal College
Pine Bluff. Arkansas

This paper concerns the role and responsibility of the supervisor, which includes a variety of methods that the supervisor can use to help the student teacher. The primary responsibility of the supervisor is to help the student develop his own goals for intellectual competency; to assume responsibility inside and outside of the classroom; to create an environment to enable the student teacher to develop his own teaching personality.

Many college students have not yet developed sufficient awareness of their own intellectual processes; therefore, it is the obligation of the supervisor to bring this to the attention of a student teacher, when necessary, and to help him to build his own motivation and means for his intellectual growth. As a supervisor helps a student analyze his own intellectual process, both tend to become more intellectually competent. (1)

For the purposes of this paper the term "supervisor" will be used with the connotation that a supervisor in the school is one of the personnel who spends most of his time in working to improve the teaching-learning situation and the relationship and conditions under which the student teacher carries on his work. In the development of a sound student teaching program, it is significant that the improvement of instruction, the administrative responsibility of rating teachers, and the course of study construction and organization are major roles of the supervisor. Also, by accepting the responsibility for directing a student teacher, the supervisor is contributing to the advancement of the teaching profession by providing a valuable service and undertaking a challenging experience in human relations and communications. (2)

The Development of Present-Day Concepts of Supervision

Gwynn states that three factors have operated primarily since the twentieth century to give rise to several concepts of the value of supervision: (A) changes in ideas of how children learn, (B) major advances in methods of teaching, and (C) a tremendous growth in amount and variety of textbooks and teaching materials. Educators and school personnel also made an effort to discover and identify the purposes and functions of supervision. Six concepts played major roles in this transition; namely, scientific supervision, supervision as democratic educational leadership in a cooperative enterprise, creative supervision, supervision as guidance, supervision as curriculum development, and supervision as group processes.

Supervision in Today's Schools

In the historical development of supervision, the weight of evidence is clearly in favor of supervision and supervisors helping school personnel to improve the teaching-learning situation creatively. Since this is so, the supervisor will have to concern himself primarily with the task of helping teachers and school personnel to solve problems that arise, or are concerned with a desirable learning situation for the student teacher as well as the children.

Criteria for Selecting the Supervisor

The Commission of Standards for Supervising Teachers and College Supervisors of the Association for Student Teaching recommended standards for selection of the supervisor. According to this report, the supervisor having responsibility for student teachers should reflect the following qualifications:

1. Possesses the level of academic preparation recommended by the profession as desirable for one in his position. A master's degree should be a minimum.

2. Has completed a minimum of three years' teaching experience and possesses full certification for the area in which he is working.

3. Demonstrates personal-professional attitudes desirable for one in a leadership role in teacher education.

4. Demonstrates evidence of continuous professional growth.

5. Participates in the program willingly and looks upon supervising the growth of student teachers as a contribution to his profession.
6. Has knowledge of the basic principles of supervising student teachers or is willing to accept such an academic learning experience to prepare himself better for this responsibility.

7. Is an effective team member.

8. Exhibits professional and ethical behavior.

9. Participates actively as a member of selected professional and educational organizations.

10. Has knowledge of the literature which is appropriate in general, professional, and in field of specialization areas.

The Supervisor's Major Roles

The supervisor's first major role is to act as a liason agent between college and schools for the purpose of: (A) interpreting the college program and college needs with particular reference to student teaching and related experiences, (B) working actively to promote good working relationships, among all the personnel involved in the experience phases of teacher education, (C) assisting professional personnel in understanding their roles in teacher education and defining the student teacher's role for the student teacher and for all others concerned, (D) coordinating the program of student teaching and relating experiences in given geographical areas within the limits of his assignment, and (E) serving as a mediator for the college to resolve serious problems relating to student teaching in order to facilitate the improvement in general school-college relationships. (3) It can be readily discerned from the above responsibilities that the supervisor plays a complex role in the teacher education program.

Placement and Planning

The aspects of placement and planning are quite important in the student teaching program. The supervisor proposes: (A) the best possible placement for a given student teacher and assists in completing the placement negotiations, (B) develops an over-all plan for the professional experiences of given groups of student teachers and for the working relationships of the particular staff members involved, and (C) cooperates closely with principals in completing student teaching assignments, in planning for orientation of student teachers to the school and community, in setting up a good program of experiences for and guidance of student teachers, and in studying and resolving problem situtations.

Supervision of Student Teachers

As circumstances and load assignments permit, the supervisor serves in a counselor relationship with student teachers before, during, and after student teaching. He acquaints himself with the professional and personal background of each student teacher.

The supervisor holds pre-student teaching conferences with student teachers, preferably both on- and off-campus to help them prepare for their experiences and to orient them to particular schools and their philosophies. When it is necessary, he assists in completing arrangements for housing, transportation, and the like. Among other roles, the supervisor assists student teachers in resolving problems of adjustment and relationships throughout the experience and as circumstances dictate, he holds individual or small group conferences with student teachers following observation of them. He includes the cooperating teacher when appropiate and constantly recognizes the broad scope of the cooperating teacher's responsibility for direction and daily supervision.

Evaluation of Student Teachers

The supervisor develops an estimate of the student teacher's progress from reports of cooperating teachers and from observations. He gathers evidence from all parties concerned, evaluates student teachers' reports and materials, makes final evaluation, determines the grade, holds final conference with the student teacher, submits grade to the proper official, and writies recommendations for the teacher placement office. (5)

Service to Schools and the College

The good supervisor may be viewed as a beneficial and helpful resource person to the public schools. The services may include (A) on-call supervisory service in all aspects of the teacher-education program, (B) professional service to the schools, as circumstances permit, as a specialist in teaching methods and assisting with suggestions or referrals on matters of information, materials, equipment, and so on, and (C) promoting and participating in a varied program of inservice education to assist public school personnel develop their competency in guiding the activities of student teachers.

In rendering service at the college, the supervisor (A) helps college staff understand and respect the schools' professional integrity, their needs, their proper role in teacher education, and helps college staff relate properly to school personnel; (B) assists the college in developing and modifying professional programs in response to problems and changing conditions in the schools and communities and to the suggestions of school personnel; (C) assists in the continous evaluation of the student-teaching and experience program and in recommending changes; (D) works for cooperation between professional and content departments by using instructors and specialists as consultants in the student teaching program; and (E) teaches courses and gives other service on campus when supervision of student teachers is less than a full assignment. When public school personnel are employed as part-time college superivsors the balance of their load may be in the school system.

SUMMARY

The role of the supervisor is to provide a wide opportunity for the student teacher to apply himself as a learner in an actual classroom situation. Through the efforts and interests of the supervisor, the student teacher is afforded the opportunity to implement his knowledge of theory and practice of teaching.

In conclusion, the primary functions of the supervisor may be summarized as follows: (A) to discover teacher potentialities and develop them; (B) to improve the quality of instruction by promoting professional; (C) to correct teacher deficiencies by inservice training; and (D) to allow for observation and rating for the purpose of diagnosis, which allows for cooperative planning and for improvement.

A sound program can be provided by educators if they have a clear understanding of function, skill in human relations and communication, and awareness of the importance of building a high standard of teaching and promoting quality education. The teaching profession has come a long way--from the teacher as judge, disciplinarian, and oracle to the teacher as constructive, creative guide of children and youth. There is still a long way to go, and it takes the cooperation of educators on all levels to achieve the desired goals. It must be remembered that the supervisor is an important link in the chain of progress.

BIBLIOGRAPHY

Andrews, L.O. *Student Teaching*. New York: The Ohio State University, Center for Applied Research in Education, Inc., 1964, (3:64) (5:66-67).

Curtis, Dwight K. & Andrews, Leonard O. *Guiding Your Student Teacher*. New Jersey: Prentice Hall Inc., 1954, (4:20).

Gwynn, Minor J. *Theory and Practice of Supervision*. New York: Dodd, Mead & Co., 1965, (3:8-17).

Milner, Ernest J. *You and your Student Teacher.* New York: Bureau of Publications, Teacher's College, Columbia University, 1954, (2:3).

Forty Second Yearbook,1963, The Association for Student Teaching. Iowa: William C. Brown Co., Inc. (1:101).

SELECTION OF STUDENTS FOR A TEACHER EDUCATION PROGRAM AND STUDENT TEACHING

Richard J. Kraft

Registrar and Supervisor of Student Teachers for
Spring Arbor College
Spring Arbor, Michigan

The characteristics and quality of the teachers which are sent from the teacher education programs of our colleges are controlled through the selection and retention policies of each institution. Teacher education needs to know a great deal more about the students who enter its program and those who graduate, as well as what changes are made in them in the intervening years. Important questions need to be asked in selecting students for a teacher education program. What student behaviors are relevant to the decision? What data are to be collected, and what interpretations and importance are to be attached to this data?

There have been a great many devices used to select students for entrance into the teacher education program and more specifically into the student teaching part of the program. The concern of this paper is, which of these have validity in predicting teacher success? The desire for selective admission into teacher education programs is due to two factors: (a) The assumption that by careful selection the quality of teaching services will be improved, and that there will be a raise in status of the profession as a result. (b) The fact that colleges are being forced to be more selective due to the vast numbers of students attending our institutions.

In most colleges, admission into the teacher education program and student teaching is automatic upon the completion of the prerequisite courses and a C to C+ average. (6) Most colleges now also require a health examination of some sort. Beyond these basic requirements there are many other devices which have been tested and used to determine admission into a program. A frequent method used is that of a Faculty Evaluation form on which one or more of a student's professors must recommend him for the program. A sample form is now included.

Faculty Evaluation Form

Directions: Please Place a check mark only by the characteristics which are significantly strong or weak. Where checks are made a summary comment will be appreciated.
PERSONAL CARRIAGE: Consider appearance, voice.
INTERPERSONAL RELATIONSHIPS: Consider friendliness, mannerliness, respect for others.
SELF CONCEPT: Consider emotional well being, stability, self-confidence, adaptability.
INTELLECTUAL ABILITY: Consider intellectual grasp, ability to communicate.
MOTIVATION: Consider perseverence, dependability, industry, participation, promptness.
PERSONAL CHARACTER: Consider honesty, sincerity. (8)

In Booker's survey of 162 teacher; administrators and supervisors we find the following characteristics coming out as important for a student teacher, and similar characteristics can be found on almost any evaluation sheet. The number of respondents listing each characteristic follows. Personality traits, 101 (ability to get along with others, patience, leadership, sense of humor, understanding and sympathy, punctuality, adaptibility, intellectual curiosity, industry, and perseverance); moral character, conduct, 59; love of children and people in general, 55; sincere desire to teach, 52; physical fitness, 41; scholastic ability, 35; breadth of interests, 32; speech and English usage, 21; and emotional maturity and stability, 17. (1)

Forms on student characteristics may be filled out by the Dean of Students, Resident Advisors and Assistants in the dormitory, or any other person who might have knowledge of the student's personality, abilities, and chances for success in a teacher education program.

A further step in this direction is a faculty committee or individual interview with each candidate. According to Leavitt, the interview showed a positive correlation with future success in student teaching, thus making it an important selective device. (5) Sample interview questions asked at one college are as follows.

GUIDESHEET FOR INTERVIEW

1. Why and when did you decide to become a teacher?
2. What are your main interests or hobbies?
3. In which high school activities did you participate?
4. As you see them, what are the qualities of an effective teacher?
5. What level (grade) are you paricularly interested in and why?
6. What opportunities have you had to work with children or young people?

ADDITIONAL CONSIDERATIONS: Voice (usage, expression, diction). Interest and vitality. (9)

In the same study, Leavitt concluded that participation in extracurriculuar activities had no significant correlation with student teaching success and the same was true of travel experience and the age of the student. A small correlation was found between success in teaching and previous work experience, particularly those associated with young people. The grade point average of the students was found to have little correlation for those of C average ability or above. The time at which the methods courses were taken showed little correlation, but the grades received in those courses showed a high positive correlation, as did the grades received in speech courses. (5)

The search for criteria with a high predictive value has not been too successful with the following criticisms being leveled at most of the investigations: inadequate samples; failure to make differential analyses; stopping short of actual prediction; failure to validate findings; and a tendency to overgeneralize their findings. (4:1476)

The Encyclopedia of Educational Research makes the generalization that the following characteristics tend to correlate positively with teacher effectiveness in the abstract, and these may be used to a small extent in the selection process.

> Measured intellectual ability, achievement in college course, general culture and special subject matter knowledge, professional information, student teaching marks, emotional adjustment, attitudes favorable to students, generosity in appraisals of the behavior and motives of other persons, strong interest in reading and literary matters, interest in music and painting, participation in social and community affairs, early experiences in caring for children...history of teaching in family ...(4;1490)

Along with subjective ratings on such qualities as the above, attempts have been made to use objective test of various sorts to find a correlation with success in the student teaching experience. Ohlsen and Schultz found a positive correlation between the ratings given by college supervisors and the rankings given to students by their peers on a twelve question sociometric test. This correlation was very high for those of the highest and lowest ability. The following are the questions used on the test, with four additional items recommended by the authors for use.

1. Which member of this class is the kind of person you would like most to be a member of the school staff on which you teach?
2. Which member of this class shows greatest willingness to do more than his share of the work?
3. Which member of this class is the kind of person to whom a pupil would be most likely to turn if he had a personal problem?
4. Which member of this class would be most at ease in an unfamiliar social setting?
5. Which member of this group would be most apt to take the initiative in solving a difficult group problem?
6. Which member of this class is the kind of person to whom a pupil would be least likely to turn if he had a personal problem?
7. Which member of this group would be most sensitive to opinions of others in the group and actually value these opinions?
8. Which member of this class shows least willingness to do his share of the work?
9. Which member of this class would be least at ease in an unfamiliar social setting?
10. Which member of this class is the kind of person who you would like least to be a member of the school staff in which you teach?
11. Which member of this group would be least apt to take the initiative in solving a difficult group problem?
12. Which member of this group would be least sensitive to the opinions of others in the group and actually not value these opinions?

1. Whom would you choose first as a teacher for your own children?
2. Which student in this class has the best understanding of the child?
3. Name one student who has given more to this class than you have?
4. Name here the students with whom you are not well enough acquainted to know how you really feel about them? (7)

The same researchers used the Strong Vocational test, and concluded that on an overall profile there was no significant difference between the good and poor student teachers, but that on the individual items the good student teachers tended to choose items which revealed a desire to work with and help people while the poor chose items which showed a desire to manipulate and dominate people. The good also tended to choose items connected with intellectual occupations, while the poor tended to do the opposite. (7) Wilk and Edson reported a study which dealt with similar variables in the September, 1963 issue of the Journal of Teacher Education in which attempts were made to categorize student teachers, through interviews into two categories, those who need to dominate students, and those who need to be a socially integrative factor in their growth and development. (10)

Another attempt at an objective standard for judging teaching effectiveness is that of the Minnesota Teacher Attitude Inventory which has been used by a number of investigators. Cook reported a correlation of between .50 and .63 for the MTAI, when correlated with students', experts', and principals' ratings of the teacher. Of some significance for selection into a teacher education program is the finding that MTAI scores of high school seniors planning to go into teaching was 25 as compared with 2 for those who chose other lines of work. It was also found that the fifty high school teachers liked best by their students scored more than twice as high as those liked least. (2) Downie and Bell reported a significant correlation between the MTAI, and grade point average, grades in education courses, and scores on the ACE Psychological Examination. (3)

In conclusion, one would caution the use of any one device or criteria in accepting or rejecting a candidate for teacher education or student teaching, but rather the decision should be based upon as many factors as is feasible for the particular staff involved. On the basis of present research, it would seem that the basic criteria for admission into a teacher education program should be recommendation by one or more faculty members, a health examination, an overall 2.00 grade point average, a successful interview with a committee or individual member of the teacher education faculty, and a C or better in speech and basic English classes. A second point of selection comes at the time of application for student teaching. At that point the student's grades in his methods and other education classes should be evaluated and a C or better required. Throughout the preparatory work for student teaching, a student should be given chances to observe in the schools, and the perceptiveness of his observations may be used as one basis for selection. Objective tests such as those mentioned in this paper may be used to a limited extent, with perhaps the sociometric test being of some value here, to see how the student's peers would rank him as a potential student teacher. Throughout the preparation for student teaching students should be encouraged to participate in as many informal teaching situations as possible, not only to get a feel for the profession, but also to see if they really want to go on in it. Some sort of criteria in this area could be set up, through a rigid criteria would probably discriminate against some potentially able teachers. Another criteria could be observation of a student teaching a college education class, or participating in panel discussions.

Bibliography

1. Booker, Ted W. "Selective Admission to Elementary Education," *Peabody Journal of Education*, 32:93-98, September, 1954.
2. Cook, Walter W., and Others, "Significant Factors in Teachers' Classroom Attitudes." *The Journal of Teacher Education*, July,1956, 274-279
3. Downie, Norville M. and Bell, C.R. "The Minnesota Teacher Attitude Inventory as an Aid in the Selection of Teachers." Journal of Educational Research 46:699-704: 1953.
4. Harris, Chester W. *Encyclopedia of Educational Research*. New York: The Macmillan Co., 1960.
5. Leavitt, Jerome E. "Personnel Data and Prediction of Success of Student Teachers, "*The Journal of Teacher Education*, 4:194-197, September, 1953.
6. Lindsey, Margaret. "Major Findings and Recommendations in the Study of Professional Laboratory Experiences," In *First Yearbook*, *AACTE*. *The Association*, 197-212,1948.
7. Ohlsen, Merle M. and R.M.W. Schultz. "A Study of Variables for Use in Selection," *The Journal of Teacher Education*, 5:279-282, December, 1954.
8. Spring Arbor College *Faculty Evaluation Form*
9. Spring Arbor College *Guidesheet for Interview*.
10. Wilk, Roger. and William Edson. "Predictions and Performance: An Experimental Study of Student Teachers," *The Journal of Teacher Education*. September, 1963. 308-317.

SOME CURRENT PRACTICES AND NEW APPROACHES IN FOCUSED OBSERVATION IN STUDENT TEACHING

Richard Larson

Resident Coordinator of Student Teaching
Western Illinois University
Macomb, Illinois

and

David Orozco

Coordinator of Student Teaching
University of Antioquia
Medillin, Colombia
South America

PART I

Techniques and Methods Used by Supervisors of Student Teaching for Analyzing Classroom Teacher Behavior in Assisting and Evaluating Student Teachers

Introduction

This is an attempt to find out what materials, techniques and methods are used by various supervisors of student teaching in analyzing teacher behavior in the classroom.

All members of the workshop, who at some time, in any capacity observed student teachers for the purpose of evaluation were asked to fill out a simple questionnaire.

The information received was reviewed and organized after the general pattern of the questionnaire. In most cases the actual statements made by the individuals are included with duplicate responses omitted. No names have been used, only position titles.

In order to confine the information to the original purpose of the study some good statements were omitted.

Use of KnownMethods and Techniques Developed Through Research

The materials which have been developed at MSU are being used by MSU personnel but only one response mentioned Flanders which was made by a Director of Student Teaching as follows: "I have dittoed off materials by Flanders to stimulate student teachers to observe more closely. There was no follow-up and I doubt whether the student used the system. I have used it some in my observation but have not found it very practical."

Materials Used

Director of Student Teaching (Secondary) - "I almost always use a form with the following sub-headings:

1. What was done in the class? (supervisor's reaction)
2. Reaction and comments by student teacher
3. Reaction and comments by supervising teacher
4. Recommendations or conclusions decided." (Appendix I)

Assistant Coordinator (Secondary) - "I use a very small, sheet (half sheet) with carbon copy. A check list of approximately ten items is checked off at the time of observation. The original is given to the student teacher."

Coordinator (Secondary) - "Individual self-analysis blank is found to be helpful. We also use a Mid-term Evaluation Blank as a cooperative evaluative device, the student teacher evaluates himself then the supervising teacher evaluates him and I turn the blanks over to the methods instructor."

Assistant Coordinator (Elementary) - "Prefer to make notes in car after observation, out of sight of student teacher but do make some notes when I'm afraid I'll forget on small loose leaf sheets which I can give the student and/or put in my notebook at home."

Elementary Principal (Elementary) - "Use form developed by Kansas State Teachers' College. Also some use of teacher evaluation forms used to evaluate in-service teachers by the administration."

Director of Student Teaching (Elementary and Secondary) - "I use a form in triplicate which has two headings, observations and recommendations. We attempt to pick out the best features of a period of observation and also the poor techniques and make recommendations. We try to get as many good features as possible and more than the poor ones listed. A copy is left with the supervising teacher, assistant teacher and one for the office file on the student."

Coordinator (Elementary and Secondary) - "Guide to planning is given to student teacher. Past lesson plans are given to coordinator on his visit to classroom, he reads these and writes comments on plans. An evaluation-observation form is used." (Appendix 2)

Supervising Teacher (Elementary) - "Used evaluating scale sheet of the university represented. One college included four areas with up to fifteen subtitles: (1) Teaching abilities, (2) Professional growth, (3) Personal Characteristics and (4) Teacher-pupil relations."

Methods and Techniques

Director of Student Teaching (Secondary) - "I find that working through the supervising teacher for much of the information is more efficient."

Department Supervisor (Secondary) - "A date is set for student teacher to come to my office for a discussion (usually within a day)."

Assistant Coordinator (Secondary) - "I attempt to be very informal when entering classroom so as not to disturb class - sit in back of room and try not to write a great deal while observing."

Assistant Coordinator (Elementary) - "I hold conferences concerning my rough draft of assessment with student teacher, supervising teacher and principal before making final evaluation, with willingness to give and take."

Coordinator (Elementary and Secondary) -"I sometimes, not always confer with supervising teacher before visit to take into account special situations. For example, some student teachers need much encouragement, especially at the start; others need special emphasis on selected behaviors or attitudes. Look at everything - room, bulletin boards, appearance, voice, organization of material, interaction with pupils, etc." (Appendix 3)

Supervising Teacher (Elementary) - "The tape recorder is a useful tool in helping the student make good self evaluation of teaching."

Recording and Filing of Observation Results

Coordinator (Secondary) - "The reports are made in triplicate: one to supervising teacher, one to student teacher and one in coordinator's folder which he keeps for each student."

Coordinator (Secondary) - "We build a folder on each student teacher with all relevant materials. We also have a 'hot file' in problem cases - we file final evaluation forms."

Assistant Coordinator (Secondary) - "I use a sheet with different colored dots to show how many visits and observations I have made. I keep duplicate copies of check lists in a folder for each student teacher."

Assistant Coordinator (Secondary) - "All visitations are kept on 4 x 6 cards and filed for reference and evaluation."

Coordinator (Elementary and Secondary) - "I have found a good teacher's record book makes a handy way of keeping a running record of all student teachers, supervising teachers, frequency and date of visits, final grades and special events from term to term. It is an exeellent way to show what a resident coordinator does with his time."

Summary

It is quite evident from this brief survey that there are a variety of ways to approach the task of analyzing teacher behavior. Just what is best probably cannot be answered here. It seems logical that we ought to be putting into use some of the devices being developed through formal research. It would be our guess that as a result of this workshop some changes will be made in the methods and techniques of analyzing student teacher behavior, not only by individuals involved in the workshop but by the institutions they represent.

PART II

The New Approaches

For years educators have been trying to identify what professional competencies to specifically look for, so that this will enable them to communicate those competencies to prospective educators. It has been recently, nevertheless, when those competencies have been focused in an objective (at least more objectively than ever before) and more reliable fashion in the educational scene.

In trying to solve the problem the trend has been that of pointing out toward specific behaviors that teachers display into the classroom. But another problem arises pretty soon. This is, how to record those behaviors, quantify them and qualify them. In other words, get to the point that enable us to say, for instance, "Look, Mr. X, this is your portrait. Is that the way you want to look or go?" Or, "Here is this. Try it. You will get these outcomes."

The focus has been, then, on observing the classroom for the purpose of defining competencies or things that actually go on, and creating instruments, in the meantime, that enable us to evaluate or know whether these competencies have been achieved by the prospective teacher. We cannot avoid to mention evaluation here becuase we believe that this is an essential part ot the effectiveness of any program (4:46).

Anderson's Approach

As we have looked at the literature we have found, among the earliest studies, those carried out by H. H. Anderson, 1935, with children of preschool age to determine dominative and integrative behavior in those children (1:335-45); and dominative and integrative behavior of teachers in contact with children (2:73-89). He concluded that behavior in the classroom could be identified and measured, and came out with twenty-four categories of those behaviors. Later, Lippit, White, and Lewin, 1939, introducing a third aspect ("laissezfaire") did studies along the same line, labeling autocratic and democratic what Anderson had called dominative and Integrative behavior (7:683-714).

All of these studies have been done with an emphasis on the interaction that takes place into the classroom. It is assumed that teaching is interaction above all things (5:27).

Flanders' Approach

Among the more recent studies of interaction it is worth-while to mention those carried on by Ned A. Flanders. His emphasis has been on directive and non-directive teacher behavior (verbal). He has reduced the process to ten categories as follows (6:3):

> Seven are assigned to teacher talk and two to student talk. The tenth category classifies pauses, short periods of silence and talk that is confusing or noisy ......Categories one through

> four represent indirect influence, categories five, six and seven represent direct influence...

One of the most outstanding features of the Flanders' system is the matrix, which is a table of ten-row by ten-column cells. After the observation or sample of behavior has been completed this sample of behavior is entered into the matrix, obtaining, in this way, a pretty clear picture of what the teacher looks like.

The prospective teacher, having this picture at hand, may decide to take it as a model and going into a similar direction, remodel it, or throw it away, but nonetheless he has a sample, incomplete of course, of what is actually taking place in the classroom.

Procedure. Every three seconds, starting by ten, the observer writes down a number which represents his best judgment of the event completed. The numbers are written in column for the purpose of preserving the original sequence of the events. Whenever there is a special change in the formation of the class the observer draws a double line and indicates the time. When the observation is concluded the observer describes the activities indicated by the double lines. He may also write additional notes as the interaction is taking place.

V. B. Morrison's Approach

Another attempt to measure behavior of teachers in the classroom is the one used by Virginia B. Morrison. This is a revision of the OSCAR developed by Medley and Mitzel (8:86-92) based on the one developed by Withall.

It seems to us that the system used by V. B. Morrison or ROSCAR (3:95), shows a more ample range of teaching behavior, but of course, as in the previous example, it only shows a bit or portion of the whole. The scoring in this instrument may be done by other different than the observer thus minimizing possible bias (this is also true for the Flanders' system and the one we will mention later). Its range of items has been found to be applicable from grades one through twelve (3:100). The instrument has four headings, which are: Activities Section (for teachers and pupils), Materials Section, Signs Section, and Expressive Behaviors Section. Five-minute samples for the first three headings are recommended and ten-minute samples for the fourth heading. The five-minute sample items that represent the behavior occuring, is checked only once. In the ten-minute heading, expressive behaviors, each item is tallied as often as the behavior seems to occur.

The emotional climate of the classroom which is, no doubt, set up by the teacher, receives a great emphasis in this instrument.

Decision-Making Approach

Finally, in a similar direction we would like to mention the work by Dr. Ted Ward at Michigan State University (9). His work focuses the making of decisions by the teacher in the classroom, the results of those decisions, and possible alternatives and consequesnces. This is, it seems to us, a pretty exciting and more sophisticated level of insight about what it is that is happening in the classroom.

Again, these are only bits of things that are occurring in the classroom but they will probably be part of the core of knowledge that some day will constitute a theory of teaching.

Bibliography

1. Anderson, Harold H. "An Experimental Study of Dominative and integrative Behavior in Children of Preschool Age," Journal of Social Psychology, Vol. 8, 1939.
2. ________, "The Measurement of Domination and Socially Integrative Behavior in Teachers' Contacts with Children," Child Development, Vol. 10, 1939.
3. Association for Student Teaching. The College Supervisor, Conflict and Challenge. Forty-third Yearbook. Cedar Falls, Iowa: The Association, 1964.
4. ________, Evaluating Student Teaching. Thirty-ninth Yearbook. Cedar Falls, Iowa: The Association, 1960.
5. Bellack, Arno A. (ed.). Theory and Research in Teaching. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
6. Flanders, Ned A. Interaction Analysis in the Classroom; A Manual for Observers. Revised Edition, University of Michigan, 1966.
7. Gage, N. L. (ed.). Handbook of Research on Teaching Chicago: Rand McNally and Co., 1963.
8. Medley, Donald M., and Mitzel, Harold E. "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology. Vol. 49, No. 2, 1958.
9. Ward, Ted. "Focused Observation of Teacher Behavior," A Speech delivered at MSU, Seminar in College Supervision of Student Teaching, East Lansing, Michigan, 1966.

Appendix I

ADRIAN COLLEGE
Adrian, Michigan

Division of Teacher Education

REPORT OF STUDENT TEACHER VISITATION

Student teacher______________________________ Date__________________

School_________________________________ Class(es)___________________

1. Comments on student's teaching:

2. Comments of student teacher

3. Comments of supervising teacher

4. Recommendations resulting from conference:

Signed:_________________________________
(College Supervisor)

(Use other side if necessary)

Appendix II

OBSERVATION OF STUDENT TEACHING

Student Teacher________________________ Date__________________

	Satisfactory	Needs Attention	Weak
I. The Student Teacher			
1. Appearance			
2. Voice and enuciation			
3. Use of Language			
4. Enthusiasm			
5. Poise and manner			
6. Tact and understanding			
7. Knowledge of subject matter			
II. Techniques of Teaching			
1. Holds interest and attention			
2. Use of blackboards, etc.			
3. Pupil participation			
4. Skill in arousing thought			
5. Clearness of objectives			
6. Lesson planning			
7. Pupil behavior			
8. Room environment			

Comments

Appendix III

OBSERVATION VISIT________________________ DATE______________TIME_______

I. CLASSROOM ENVIROMENT - 1. Learning atmosphere 2. Physical arrangment 3. Temperature and Lighting 4. Mechanics 5. Control 6. Attention 7. Work habits

II. STUDENT TEACHER - 1. Appearance 2. Voice 3. Language 4. Manner 5. Actions 6. Pace 7. Sensitivity

III. LESSON PLANS - 1. Aims for self 2. For pupils 3. Procedures 4. Self evaluation 5. Pupil evaluation 6. Assignments

IV. OPERATION - 1. Use of Lesson plan 2. Motivation 3. Study methods 4. Application 5. Flexibility

V. GENERAL COMMENT

SELECTION OF SUPERVISING TEACHERS

Chester F. Lewis

Safety Education Director
Norfolk State College
Norfolk, Virginia

Who selects the supervising teacher: Who decides that a given teacher does or does not possess the teaching ability, the intellectual competence, and the maturity of personality to successfully work with neophyte teachers? These and many other questions in regards to how a supervising teacher is selected will be answered in this paper.

Tomorrow's teachers, says Hunter (2) will tend to teach by principles they observe and use during their student teaching. They will tend to behave in ways they see their advisors and teachers behaving today. They will tend to operate on the value and to hold the attitudes they perceive as they observe, participate and take responsibility in classrooms as student teachers today. So, in a real sense, a supervising teacher holds more of the future of the world in his hand than any single classroom teacher holds. For each day that the supervising teacher works with college students, he is making a vital contribution to their future teaching, which will in turn greatly influence the lives of hundreds of children and youths.

The selection of a supervising teacher is of great concern because of the major role he plays in the educational process. Judgement of one's characteristics which identify his behavior in the classroom, his educational objectives, experience in demonstrating his views, and interpretations of professional judgement are all important matters to be considered when making decisions in the selection of a teacher to guide the student teacher.

Responsibility for the selection of supervising teachers usually falls in the hands of administrators and personnel from the public schools, colleges and universities. Little (4) feels that the lines of communication between these representatives of the aforementioned institutions must operate effectively, and that all parties concerned must speak the same language when pertinent matters are discussed. When making judgments about persons to participate in the student-teacher programs by administrators and personnel, many factors must be considered in their decisions. Lamb (3) says that some such factors are, a general cooperative attitude, the ability to make prompt and definite decisions, enthusiasm for one's job, an inclination to be idealistic in attitude, as well as practical. Initiative, creativity , leadership, culture and refinement, optimism, a sense of order and a sense of humor are invaluable characteristics of the supervising teacher also. To Lamb's list, the writer deems it necessary to add such traits as tactfulness, self-reliance, self-confidence, self-control, firmness, and fairness. These must certainly be noted as necessary components of the supervising teacher's personality.

In contrast to the positive characteristics of the supervising teacher previously mentioned, I wish to pause at this point to list some negative principles also, as cited by Little (4).

1. Supervising teachers should seldom if ever be arbitrary or authoritative.

2. Supervising teachers should not be selected based on power or position, or of personality.

3. Supervising teachers should never be divorced from constant recognition of the goals of education.

4. Supervising teachers should not be concerned only with the immediate.

5. Supervising teachers should never be nagging.

6. Supervising teachers should not be impatient of results.

I would urge persons selecting supervising teachers to scrutinize the above list before making a selection.

The educational background of a supervising teacher must meet certain standards if he is to be effective in his supervisory capacities with beginning teachers. It would be hoped that such a teacher was one who could interact effectively with other people because in this position there should be a close relationship between him and the neophyte teacher. The person should have an excellent general education which is broad and intensive. He should have a Master's Degree, teaching in the area of his major field of study, suggests McGeoch (5). In addition to these, I believe the supervising teacher should understand the basic principles that underlie the supervision of student teachers. The person should have had no less than four years teaching experience, preferably on different grade levels so that his horizons will be broader as to what children are like, and how they function and perform at the various developmental stages. Full certification for the area in which he will be working is vital.

Knowledge of how children develop and learn, and why they act the way they do, determines to a large degree the attitude of the teacher toward his work. In the same vein, the supervising teacher, declares Gruhn (1), must be a person who is personally and professionally secure enough to handle questions of the student teacher about why she does certain things, without considering them to be attacks on him personally. Prospective teachers have many questions that need to be answered by their supervising teachers relating to the many aspects of the teaching process. Therefore, he must be willing to provide guidance, direction, encouragement, and support. In order to gain insight into the work that he will be doing, the student teacher should have the chance to participate in the teaching-learning process. There is a definite need to let him be more than an imitator of his supervising teacher. He should be allowed to work with children in his own unique way. After all, the old addage, "You learn by doing," still has much meaning. In the student teaching process, it has very specific truths in it.

The mature and secure supervising teacher will allow the beginning teacher to make mistakes because Raymond has said (4), he knows the resilience of children and is aware that most mistakes can be corrected. amd that permanent damage is unlikely. It is significant to remember that worthwhile growth is going to come from within the student teacher himself. He will profit immeasurably from each experience. Mistakes made will only aid him in making decisions later, when he's confronted with a situation entirely on his own. One of the main responsibilities of the supervising teacher, according to my judgment, is to serve as a leader in providing the student teacher with activities and experiences which will permit him to become proficient in his abilities and techniques as a teacher.

There is no question about the difficulties and challenges which the supervising teacher faces because for one thing, he is under close scrutiny by both the student teacher and college supervisors. On the other hand, he is envied by the majority of his co-workers because they all have the notion

that he has so much "free time." These persons are very vague concerning time. They think that there is more free time when actually the supervising teacher has added responsibility when he takes on the job of directing a young teacher. Besides attending meetings (faculty, committee, civic, parent-conferences, etc.), he must find time for planning with the student teacher, and for evaluation conferences with the college supervisor.

There must be a very close contact between supervising teachers and other teachers in order that students may develop fully. It is Hunter's (2) contention that the supervising teacher should involve himself in the total picture of the teacher education programs. He should never be satisfied with mediocrity in teaching. The highest possible standards should be demanded at all times. Familiarity with sources of material on all types of teaching problems is essential. It is tremendously important that all relations between the supervising teacher and the student teacher be on a professional basis, that is, confidences kept and that all professional ethics be observed.

Bibliography

1. Gruhn, William T., Student Teaching in the Secondary School. New York: Ronald Press Co., 1954
2. Hunter, Elizabeth, The Cooperating Teacher At Work. New York: Bureau of Publications, Teachers College -- Columbia University, 1962
3. Lamb, Pose, The Student Teaching Process In Elementary Schools. Ohio: Charles E. Merrill Book, Inc., 1965
4. Little, Harry A., Supervisors Of Student Teaching. Tennessee: Marshall and Bruge Co., 1947
5. McGeoch, Dorothy M., Direct Experience in Teacher Education. New York: Bureau of Publications, Teachers College -- Columbia University, 1953
6. Raymond, Arthur M., Supervised Student Teaching, New York: Johnson Publishing Co., 1930

ORIENTATION SEMINAR FOR SUPERVISING TEACHERS AND ADMINISTRATORS

THEME: STUDENT TEACHING: A JOINT RESPONSIBILITY

Bertha E. Lusby
Supervising Teacher
Godwin Heights Public Schools
Grand Rapids, Michigan

As a supervising teacher I feel very strongly that if a student's experiences, during student teaching, are to be the vital, inspiring learning situation they should be the program must ba a cooperative endeavor of college and public school. All must work together in harmony. Roles and policies should be clearly defined. It is with this thought in mind I present my views and ideas for an orientation seminar for supervising teachers and administrators.

9:00 A.M. General Session

Welcome: Dean of The College of Education
Music: Mens Choir
SYMPOSIUM: PARTNERS IN STUDENT TEACHING
Purpose: Clarification of roles and duties
Ch. Director of Student Teaching
Dean Of The College Of Education
Coordinator Of Secondary Education
Coordinator Of Elementary Education
Supervisor Of Secondary Student Teaching
Supervisor Of Elementary Student Teaching

10:00-10:30 COFFEE HOUR

10:30-11:30 Group Discussions
Room 100 Elementary Coordinator, ch.
Room 105 Secondary Coordinator, ch.
Room 109 Director, ch.

11:30 Adjourn

10:30 A.M. Group Discussion

Topic: PREPARING FOR AND BEGINNING WORK WITH YOUR STUDENT TEACHER

Working as a supervising teacher is a very challenging and rewarding professional experience. A successful orientation period opens the door to a successful student teaching experience. The key is establishing good rapport with your student teacher. Good human relations and continuous communication are essential to work together effectively.

What does this mean? It means developing a mutual trust, confidence, friendliness, giving the student a feeling of being an equal even tho he doesn't have your background of experience. He must feel that you are interested in his problems, will accept his shortcomings, and that he can ask questions and admit he doesn't know without losing face. Be honest with him. He wants your help and positive criticism. If he asks a question and you don't know the answer say so and work together to find the answer. He will respect you for it.

The student teacher is looking forward to his student teaching experience. This is his first introduction to being an active part of a real school in relationship to his role as a prospective teacher. He approaches his assignment both eagerly and fearfully. He is anxious to get started. The following suggestions may be helpful and beneficial to both of you.

ACTIVITIES FOR THE FIRST WEEK

Note: Since some institutions of higher education do not have pre-service orientation seminars some items apply to those institutions.

1. Write a letter of welcome to the student teacher as soon as assignment is made.
2. Invite and encourage student teacher to join you in attending system faculty orientation sessions at the beginning of the year or semester.
3. See that he receives all materials given regular teachers.
4. Brief him on any unwritten school policies.
5. Introduce him to other staff members.
6. Plan orientation to your school and community.
7. Share in preparing room for arrival of pupils.
8. Provide a permanent desk and cloakroom space for student.
9. Discuss your educational philosophy and plans.

10. Post names of both teachers and students on the room door.

11. Invite student teacher to be present on enrollment day to meet parents and students.

12. Discuss grade curriculum and realistic goals for the coming year.

13. Discuss your tentative daily program and scheduling around special classes such as art and music.

14. Set up classroom visitations to other classrooms. Provide observation guides to help make visitations meaningful.

15. Explain need for and your method of grouping in reading, math, and spelling.

16. Discuss promptness and hours that teachers are to be at school. School day for children.

17. Make student teacher responsible for some routine duties from the first day.

18. Discuss and stress need for long-range and daily planning. Let him know that you must see all plans before he takes over a class. Plans should be kept on file so the coordinator may see them at any time.

19. Have student teacher write out his goals. Also what he expects from his student teaching experience. File for discussion at the end of term.

20. Ask student teacher to fill out a self-evaluation. This is also filed. This starts the student teacher thinking and evaluating his own strenghts and weaknesses early. It will also give you a clue as to some areas you may need to watch carefully.

SECOND WEEK

In the early stages of the student teaching experience the student teacher is very dependent upon his supervisor as a model and for counselling. As he moves into stage two he should be encouraged to gradually assume more and more responsibility, use initiative, and creativity in planning and teaching. Assure the student that there is no absolutely right way to do anything. We all make errors.

What works well for one may fail for another. Each must seek and find those techniques and methods he can use most effectively. Encourage originality and creativity by letting him know you are continually seeking new ideas and methods to try that is what teaching and learning are - a continuous search for knowledge and more effective ways to apply it.

The need for continuous assurance, discussions of all types of problems is what makes it necessary to have a set time for daily conference. It is only through the process of evaluating our own work, facing up to our failures, analyzing the causes that we as experienced teachers improve and grow. If we can help the young teacher learn this he will be off to a good start.

TOPICS FOR DAILY CONFERENCES

1. Classroom climate
2. Cumulative Records
3. Special forms and records
4. Keeping attendance records
5. Bulletin Boards and Displays
6. Methods and techniques of teaching and evaluation.
7. Use of audio-visual materials and how to use equipment.
8. Ethical behavior for teachers.
9. Use of the library
10. Planning and teaching units
11. Pupil planning
12. Pupil evaluation
13. Writing lesson plans
14. Providing for individual differences
15. Timing and flexibility in planning and teaching
16. Writing up the daily planbook for the room.

When a student teacher takes over a class he should, after plans are approved by the supervising teacher, write the plans in brief on the daily planbook. This enables a principal or coordinator to tell at a glance who will be teaching and what will be taught at a given time.

11:30 A.M. Adjourn

THE SUPERVISING TEACHER'S ROLE IN THE IMPROVEMENT OF STUDENT TEACHING

Clifford M. Marcus

Director of Secondary Education
Waverly Schools
Lansing, Michigan

The supervising teacher of student teachers has a responsibility to the individual and to the profession which is complex and challenging. The ultimate aim of teacher education is to prepare the best qualified career people possible and the student teaching phase of preparation is the time when the novice is finally getting to put into practice in a real life situation the skills and techniques she has sought earnestly to acquire. How can the supervisor most effectively help the student teacher to achieve optimum results from the brief experience?

In the past, when teaching was regarded as a series of repetitive tasks set up in a predetermined series of patterns the answer to the foregoing question was simply that the supervisor needed only to see that the student obtained "practice" in the prescribed rituals and patterns. The very term "supervising" implies that the student teacher tackles the job under the watchful eye of the more experienced senior. Inherent in this relationship is the hint that the supervisor is the model for the student to emulate.

Just as our notion of the classroom teacher's role in helping students learn has changed from one of domination to a greater understanding of the learner's involvement in the learning situation, so has our concept of the relationship between student teacher and supervisor been altered.

One educator list six basic responsibilities of supervising teachers. They include being: a friend, advisor, and counselor of student teachers; an outstanding teacher of boys and girls; an expert director of student teacher observation; a professional person and a good example for the student teacher; a precise evaluator of teaching proficiency and an accurate estimator of teaching potential; and a pioneer, innovator and experimenter. (4:83)

Lowther did a study of student teachers in which he identified four areas of major concern which they had. (3:76)
(1) Not knowing how well we are doing, (2) wondering whether or not we should become teachers, (3) being unclear about what the supervising teachers expect of us, (4) feeling that we differ with the supervising teacher on how boys and girls ought to be taught. Lowther concludes his study with the following suggestions for supervising teachers in helping to reduce these tensions: (1) Conferring regularly and often with the students relative to their strengths and weaknesses and what to do about them; (2) being supportive of the student's vocational choice; (3) sharing expectations as to role performance; (4) telling the student that different ideas about teaching are to be expected.
At the conclusion of her student teaching experience, one college senior wrote the following comment concerning supervisors:

> Professional and academic preparation, experience and personal characteristics all contribute to the effectiveness of a supervising teacher. Personal characteristics are particularly important in a supervising teacher who should possess a sound philosophy of life, strong "human" qualities,
>
> ability to meet the needs of the student teacher, and skill in working effectively with others interested in the progress of the student teacher. (7:333)

Kingsley stresses the importance of the supervisors' attitude-toward teaching and children. He must really like and be interested in children and reflect these feelings in his every response to children or to discussions of situations involving them. He knows what is reasonable behavior for a given stage of a child's development and uses this information in helping the student teacher work out possible ways of working with children. (2:401)

The supervisor should not be simply someone on the staff of the cooperating school willing to "take a student teacher". He should be an outstanding teacher in his own right. He should demonstrate obvious knowledge and understanding of the subjects he teaches, subjects meaning both content and pupils. He should be well grounded in educational theory and teaching techniques. It should be readily apparent that he has good rapport with boys and girls and is skillfull in good classroom managemant. He makes careful, well organized plans and knows how to evaluate pupil progress and growth. The interest of boys and girls is stimulated in his classroom and it is obvious that learning is taking place.

Within the past several years, educational research has revealed many new concepts concerning the teaching and learning processes which are destined to have profound effect on teacher preparation and also upon the improvement of teaching among veteran teachers. Studies of the behavior of teachers engaged in the teaching situation with subsequent evaluation of the effectiveness of specific conduct enable the teacher to develop much better insights into their own strengths and weaknesses and to discover the means to improve. The work of Dr. Ted Ward and others at Michigan State University in the Learning Systems Institute is an exciting project, the results of which are bound to produce better teachers. Ned Flanders described "interaction analysis" as an observation technique first developed as a research tool, now favored as a method of teacher training. He states:

> Using it (interaction analysis) teachers developed new concepts as tools for thinking about their behavior and the consequences of their behavior. These concepts are used to discover principles of teacher influence. Both types of concepts are necessary; those for describing actions and those for describing consequences.
> ... The training activities involved in becoming proficient in the assessment of spontaneous behavior in and of themselves, increased the sensitivity of teachers to their own behavior and the behavior of others. Most important, teachers could compare their intentions with their actions. (1:253)

These studies are showing that teaching is not simply an art with which one is specially endowed at birth, but it is both an art and a science which can be analyzed and understood. With this type of behavioral insight, the supervising teacher can assist a student to professional mastery as they cooperatively assess the plus or minus factors of the many variables in the teaching act. Flanders predicts that teacher education will become increasingly concerned with the process of teaching itself during the next few decades. Instead of emphasizing knowledge which we think teachers will need in order to teach effectively, as we have in the past, we will turn more and more to an analysis of teaching acts as they occur in spontaneous classroom interaction. We are now at the point in our technology of data collecting at which procedures for analyzing and conceptualizing teaching behavior can be developed. He states:

> The dichotomy between field and theory will disappear. The instructor's role will shift from talking about effective teaching to the rigorous challenge of demonstrating effective teaching. (1:260)

As a professional person, the supervising teacher has a responsibility to keep up to date concerning developments in educational research and to have a part in the process by applying new techniques and procedures as they are suggested in conferences and literature. The demands are heavy but exceedingly rewarding. Teaching has an exciting prospect in the years ahead worth opportunities for self expression and contribution more than we have ever imagined.

BIBLIOGRAPHY

1. Flanders, Ned A., "Intent, Action and Feedback: A Preparation for Teaching." The Journal of Teacher Education, September, 1963:251-260
2. Kingsley, M., "Supervision of the Student Teacher", Childhood Education 42: 401-6, March 1966
3. Lowther, M.A., "Some Concerns of Student Teachers in Secondary Education", University of Michigan, School of Education Bulletin 35:5 Feb., 1964
4. Nash, Curtis E., "The Role of the Supervising Teacher" The Teachers College Journal, Indiana State University, 37:2, Nov., 1965
5. Reeder, Edwin H., Supervision In The Elementary School, Riverside Press, Cambridge, Massachusetts:1953
6. The Supervising Teacher, 38th Yearbook, The Association For Student Teaching, Iowa State Teachers College, Cedar Falls, Iowa: 1959
7. Wroblewski, Claudia, "A Student Teacher Views the Supervising Teacher", The Journal of Teacher Education, September, 1963:p.333

ROLE OF THE COLLEGE COORDINATOR IN BIOLOGICAL SCIENCE STUDENT TEACHER PROGRAMS

Kenneth R. Mechling

Coordinator of Biology Student Teachers
Biology Department
Clarion State College
Clarion, Pennsylvania

I'm a brand-spanking-new college coordinator of biological science student teachers. I selfishly chose to explore this subject area to find out what a guy with a job like mine is supposed to do. Not that I didn't have a pretty good notion of the duties of a college coordinator when I took the job; but, as the time to act like one draws near, I find my notions growing fuzzier and fuzzier, my self-confidence taking a nose-dive, and my anxiety level going into a steep climb. I thought it necessary, somehow, to restore my academic and emotional equilibrium.

Suspecting that the library was a good starting point, a search of the literature seemed in order. I knew I would feel much better if I could see, in print, a description of what a college coordinator of biological science student teachers does. I had expected to find reams of information describing the role of this indispensable cog, this guiding light of the student teaching trinity, this omnipotent purveyor of knowledge. Contrary to my expectations--I found none.

Articles and books describing the role of the general college supervisor or coordinator of student teachers were not lacking. The descriptions tended to be broad and all-inclusive. Such duties as--"assigns and places the student teacher in a suitable school situation; makes periodic visits to the student teacher's classroom; assists the student teacher in fostering creativity in a program of continuous growth; troubleshoots any problems that develop during the student teaching experience; conducts conferences with the student teacher and the supervising teacher; evaluates the student teacher"--are listed by most authors. There is little doubt that they are, indeed, appropriate tasks for a college supervisor. However, after reading a number of these descriptions, I was left with the impression that they had been cranked from the same intellectual press.

I suspect that the diversity of what the college supervisor actually does as he plies his trade defies adequate generalization; hence, the lack of specificity in the role descriptions. I have a hunch that the kind of description that would be more meaningful would be a nuts and bolts description by a college coordinator saying in effect, "this is what I do and how and why I do it." I did not find any such descriptions. I'm sure they must exist; but those articles espousing the general theoretical guidelines for the behavior of the college supervisor occur in far greater numbers.

I do not mean to imply that these general descriptions of what a college supervisor does have not been useful to me. On the contrary, they have served me well. They have eliminated some of the fuzziness, restored some of the self-confidence, and reduced the anxiety level; however, I had the sneaking suspicion that most were really saying that college supervisors behave inways which negate the necessity for subject-matter specialization in their preparation. The implication appears to be that the college supervisor focuses on the teaching-learning process and what he does as a supervisor can be applied to all subject-matter areas. If you're on the ball you should be able to perform adequately in English, Girls' Phys. Ed., Calculus, and/or Driver Training.

My first reaction was--hogwash. How could someone who was a secondary history major come into a chemistry class and really understand what is happening in terms of student and teacher interaction with the subject matter. A couple of amphoteric complexes, polymerization types, and van der Waals forces might leave such a person in a stupor. However, most authors make a strong case for this kind of general supervision of student teachers in which the focus is primarily upon the interaction between the teacher and the students and in which the subject matter assumes a much less important role. It is difficult not to see this point of view.

Many of the responsibilities of the college coordinator of biology student teachers or college coordinators of the other subject--matter fields are identical to those of the general college coordinator. Since these general guidelines or roles are readily available in teacher education literature, I do not believe it is necessary to list them here. Rather, I shall attempt to focus briefly on what I consider to be the advantages of the subject-matter specialist, in this instance, the biology specialist, in the role of college coordinator.

A college supervisor of biology student teachers must be prepared as a science educator. He is the offspring of a shotgun wedding between the subject-matter specialist and the educator. He, like the generalist, must be an expert in the teaching-learning process; however, he must also have a high degree of competence in the subject-matter of biology. And, what is probably most important, he should be able to provide for and ensure the interaction of the teaching-learning process with the subject-matter of biology in terms of meaningful educational experiences for the students. He should not, as many fear, expect that loads of subject-matter be dumped indiscriminately on the students. He must examine the subject content in terms of realistic student needs and in terms of the vital interaction between student and teacher. He is in a position to examine the total relationship between the student teacher and his pupils. He is not limited, like the generalist may be, in terms of seeing the classroom lesson in terms of a subject field. He is in a position to examine the total relationship between the student teacher and his pupils.

He is in a position to appraise the student teacher's knowledge and use of content as well as his methodology. And he has the capability of applying immediate corrective action should it be deemed necessary.

His role enables him to serve the student teacher and the supervising teacher as a consultant. He should be willing and able to provide assistance in subject-matter areas, methodology, curriculum innovation, diffusion of research, etc. The biology supervisor's competence in biology subject-matter as well as the teaching-learning process should serve to elevate the confidence levels of the student teacher and supervising teacher in him as a professional educator technically proficient in biology. A person so prepared would be in a position to establish a close relationship with the supervising teacher and the student teacher and ensure the provision of the kinds of experiences that enable prospective teachers to develop to their maximum potential. A biology coordinator can evaluate what the student teacher does in the total classroom situation and can guarantee a successful marriage between the subject-matter of biology and the teaching-learning process.

THE COLLEGE SUPERVISOR: GENERALIST OR SPECIALIST?

William M. Mihalyi

Graduate Student, M.S.U.

There are many problems of large proportion existent in student teacher preparation and supervision. I do not propose that I can solve all of them, or even any of them, despite my participation in this seminar at Michigan State University. So much from this "oracle of the obvious."

This short paper will be an attempt to raise some questions regarding one small area of concern (which does have broader implications) -- whether the college supervisor of student teachers should be a generalist or a specialist.

Although this writer has conducted an extensive (though certainly not exhaustive) review of the literature, he must come to the conclusion that the matter is paid little attention even though concern is indicated.

A somewhat unorthodox procedure will be followed in this presentation. First, a series of quotations from various sources will be introduced, and next, some pertinent questions will be asked.

"The role of the college or university supervisor of student teaching is a controversial one . . . The position of supervisor student teachers is a complex one which varies from institution to institution." (6:211)

"The first and most serious concern for the college supervisor is the lack of a definite description of his job. The term itself is of little help." (3:11)

". . . writings about the function of the college supervisor have appeared only in the past ten years and the first book is now scheduled for publication. Again, teaching experience gives no assurance that a person is well qualified as a college supervisor, but training programs for this special function are very rare." (1:63)

"With respect to college supervision of off-campus student teachers, full-time supervisors are used more frequently, on an average, by public institutions than by either private or church-related institutions. However, with part-time supervisors, the situation is reversed." (4:519)

At the secondary level -- What should the college supervisor be? "A generalist who may know very little about the subject being observed? A specialist who may be critical of the emphasis given items in the lesson?" (3:12)

At the elementary level -- "The subject matter knowledge of the college supervisor is assumed. His special interest is less predictable." (3:13)

"Is the job of college supervisor redundant, repetitive of the role of the classroom supervising teacher? Could the classroom teacher incorporate its functions into his role? The answer is clearly "no" in the present time and situation." (3:169)

With such statements serving as the backdrop, perhaps we can now set our sights on the target. Following are some of the questions for which I have not found the answers.

What is a generalist?
What is a specialist?

Does one of the terms have a better connotation than the other in the field of education?

How can one identify a generalist? By his academic background? His previous positions? His present title? Do extra methods courses produce generalists? (Note elementary vs. secondary preparation.)

Can a generalist become a specialist? Is the reverse also possible? Which is an easier procedure? Which procedure is better?

Does size of the operation determine whether generalists or specialists are used? Do large institutions have generalists or specialists -- or both? Is the situation the same at smaller institutions? Does expediency or the question of money enter the decision?

Is "how" one teaches mutually exclusive of "what" one teaches?

If the supervising teacher in the public school is sufficiently qualified to be the subject matter specialist -- is he also qualified to be the evaluator of general teaching procedures and competencies?

Do we need to offer both general and specific methods courses if there is something in the teaching act which we are analyzing and not the subject matter presentation? (Re/comments by a number of participants, including Dr. Edelfelt.)

Let's push this thinking one final step -- do we, in fact, need teaching majors?

What __is__ a generalist??

After I have discovered the answers to some of these questions (and others), I shall hopefully be able to make more astute judgments regarding some of the problems existent in student teacher preparation and supervision.

Bibliography

1. Andrews, L.O. __Student Teaching__. New York: The Center for Applied Research in Education, Inc., 1964.
2. A.S.T. __The Outlook in Student Teaching__. Forty-first Yearbook. Cedar Falls, Iowa: The Association, 1964.
3. A.S.T. __The College Supervisor: Conflict and Challenge__. Forty-third Yearbook. Cedar Falls, Iowa: The Association, 1964.
4. Jones, Rodney M., "Off-Campus Student-Teaching Programs - Their Size and Importance." __The Journal of Teacher Education__, XI (December, 1960) , pp. 512-9.
5. Hanlon, James M., "Changes in Teacher Education: Influences, Directions, Implications," __The Journal of Teacher Education__, XVI (March, 1965), pp. 25-8.
6. Inlow, Gail M., "The College Supervisor of Student Teaching--A Comparative Study," __The Journal of Teacher Education__, X (June, 1959), pp. 211-6.

A COURSE IN SUPERVISION OF STUDENT TEACHING

Rolf E. Moeckel

Adrian College--Adrian, Michigan
Director of Student Teaching

Introduction

The Adrian College teacher education program has been a very important part of the College since its beginning. The annual report of the Michigan Department of Public Instruction for 1860, page 180, states that a Teacher's department existed for the purpose of "special instruction in regard to the theory and practice of this profession and in all subjects necessary for their thorough qualification as teachers." Dr. William Payne contributed to the leadership of the department while he was the Superintendent of Schools at Adrian and as Professor of Pedagogics at Adrian College in 1879-1880. From Adrian he went to the University of Michigan to a similar position and served with national distinction as an author and pioneer in the scientific approach to education. In recent years approximately sixty percent of the graduates have been certified to teach in elementary or secondary schools. In the next few years it is expected that this percentage will decline although the members being certified, between eighty and ninety per year, might increase somewhat. The decreasing percentage will be caused by higher admission standards into teacher education, more students aspiring to college teaching careers, a higher percentage going on to graduate schools in other professions (Adrian College offers no graduate degree programs), and an expanding curriculum at the College which allows students more career choices. Two of these factors will tend to attract to the teacher education program a higher quality student, while all four factors will attract a more committed type of student. Consequently, quality student teaching experiences must be provided as a culmination of the teacher education program for those more devoted candidates.

Importance of the Course

Adrian College typically has confined its student teaching placements to the more stable school systems of Lenawee county. However, as the number of student teachers has increased it has been quite difficult to identify enough qualified supervising teachers in certain subject areas. It has been suggested that cooperating schools should be sought in adjoining counties or in Ohio. Geographically, Adrian College is surrounded on all sides by other colleges and universities who use many schools adjacent to Lenawee county. Although Adrian College will need to seek more cooperating elementary and secondary school systems for its student teaching program in the near future, the obvious solution for improving its supervising teachers is to provide inservice education for the personnel that is available in the cooperating schools that are presently being used. Some institutions and administrators tend to utilize personnel with an attitude of expendability, while others develop the potential of personnel that are available. In our society, it seems that the latter is a far more commendable policy.

This writer certainly agrees that the key person in the supervisory team is the supervising teacher. Most teacher educators, school administrators, college students, and others seem to agree that the supervising teacher has a predominant responsibility for the quality of the student teaching experience. It is logical to assume that the supervising teacher will serve as a model for the student teacher. The supervising teacher observes the student teacher much more intensively and consistently than the college supervisor. A biweekly, or even a weekly visit by the college person is centainly inadequate in evaluating the growth and achievement level of the student. This is not to depreciate the necessity of certain supervisory responsibilities of the college supervisor. He must act as a mediator, identify and attempt to correct dificiencies in the supervising teacher's guidance, act as "trouble shooter" when the situation has reached a stalemate or a plateau, etc., but it will be noted that these are supplementary responsibilities. Some would contend that a college supervisor from a subject matter department such as from science, English, or history would be able to provide better supervision than a general college supervisor. The contention is that such a specialized person could even teach the student's class on a demonstration basis occasionally, thus not having to rely so much on the supervising teacher for the quality of experiences that the student receives. The writer disagrees with this view and feels that such an arrangement could make the supervising teacher's task even more difficult, not less. Several complications could arise with a college supervisor from the subject matter area, but only two will be mentioned: a) the supervisor is likely to stress subject matter and materials, rather than children and how to teach them; b) the supervisor might be better prepared in the subject as far as college-age students is concerned but may not be able to adapt the subject to the elementary or high school age and, more importantly, to the particular class of pupils in that school community. Therefore, it seems to the writer that the most vital link in the student teaching supervisory team is the supervising teacher.

The more conservative attitudes and smaller school districts which make up Lenawee county mean that salary schedules for outstanding teachers with several years of experience are considerably below salaries in other areas, especially the Detroit area. Consequently, those very teachers that are desired for supervision are not attracted to nor held by the Lenawee schools in sufficient numbers. As a result, Adrian College must use less experienced teachers. It has to also contend with the reality that the better teachers may not remain in supervisory work very long. Certainly with these factors in mind the College cannot afford to leave to chance the development of supervisory abilities of its supervising teachers.

This brief presentation should imply to the reader that the importance of a course for supervising teachers is very strongly sensed by the Department of Education at Adrian College.

Objectives of the Course

1. Develop an understanding of the role of student teaching in a teacher education program.
2. Develop an appreciation for the importance of the supervising teacher's responsibility.
3. Increase the commitment to teacher education.
4. Promote an awareness of procedures and practices in student teaching on the state and national levels.
5. Provide information on recent innovations and trends in teacher training.
6. Encourage a receptive attitude toward change in teacher education.

7. Develop an understanding of the nature and purpose of pre-student teaching laboratory experiences.
8. Develop an understanding of the relationship between theory and practice in the professional content of teacher education.
9. Establish an awareness of the specific responsibilities of others in the supervisory team.
10. Emphasize the importance of demonstrarting a professional image of teaching.
11. Develop the ability to orient, observe, confer with, and and evaluate the student teacher.
12. Increase the ability to analyze the teaching process with the student teacher.
13. Recognize and adjust to individual differences of student teachers.
14. Develop realistic expectations of student teachers' personal and academic capabilities.
15. Develop the ability to communicate frankly and accurately with student teachers.
16. Develop the ability to get student teachers to self-evaluate.

This list of objectives has been arranged from the general to the more specific. It is recognized that the list is very ambitious for one course, however each objective is essential for a supervisor of student teachers. Some of the objectives can be accommodated incidentally, thus not requiring a considerable amount of class time. Objectives that propose the attainment of abilities are very difficult to achieve in a classroom setting. The course through reading, discussion, and some simulated experiences, as well as practical application by class members who happen to have student teachers, should encourage the development of such abilities to an extent. Hopefully further development will occur with the application of such abilities in the future.

Course Outline

October 3 Unit	Purposes	Activities and Assignment
Introduction of Teacher Education	Acquaint with local, state, and national programs of teacher education	Get acquainted. Reports by class members of their teacher education--analyze strengths and weaknesses. Text (Stratemeyer and Lindsey) 1, 2, 3. Educational Research Service-Circular No. 4
October 10 Characteristics of Student Teachers	Acquaint with pre-student teaching, purposes of student teaching, individual differences, difference between college students and younger students	Discuss purposes of student teaching. A panel of supervising teachers on individualizing student teaching. Select term project. Text--4

Unit	Purposes	Activities and Assignment
October 17 College Supervision of Student Teachers	Acquaint with the procedures of selecting schools and teachers, the role of the college supervisor, and procedure of the college seminar	Panel of College supervisors. Examination of handbooks for supervising teachers. Text--5,6
October 24 Orienting the Student Teacher	Explain the September experience, stress orientation of the student teacher to the community, school and student body	Discuss techniques and activities that have worked. Use case histories from Steeves Roles of Supervising Teachers: a film from Indiana. Text--7,8
October 31 Supervising the Student Teacher's Planning	Develop understanding of unit and lesson plans for student teachers. Gaining reactions from student teachers on orientation and planning	A panel of student teachers on experiences to-date and expectations. Exchange samples of plans--select essentials of plans. Text--9
November 7 Supervising the Student Teacher in the Classroom	Emphasize induction into teaching, observation by the supervising teacher, analysis of teaching and the influence that a teacher has on the reactions of the pupils	Discuss practices of the group. Explain Dr. Ted Ward's classroom teaching analytical approach. Teachers' Behavior Influences Learning: a film from the University of Wisconsin. Text--10, 11
Noverber 14 Conferring with Student Teachers	Develop ability to counsel, analyze performance together. Applying the unit approach in a classroom	Role-playing demonstration. Discussion of problems in conducting conferences. "Problem Method": a film on unit teaching. Text--14

Unit	Purposes	Activities and Assignments
November 21 Evaluating the Student Teacher	Develop ability to evaluate, encourage self-evaluation, reporting and writing recommendations	Discuss mid-semester and final grading. Explain non grading systems, placement records, and procedures. Report on follow-up studies of Adrian College teacher education graduates of 1963-64, 1964-65. Text--15
November 28 Supervising Non-teaching Experiences	Analyze and plan for experiences in special school events, auxilary services, co-curricular activities, and observation in minor subjects	Prepare a checklist of essential experiences. Discuss problems of planning such activities. Reprots on half of the class projects. Text--12,13
December 5 Trends and Innovations in Teacher Education	Acquaint with newer approaches and prepare for future changes	Explain intern programs, M.A.T. programs, state department plans in student teaching, and the position paper on supervising teachers. Report on the remainder of the class projects. Text--16 Final evaluation of the course.

Research Paper

Each class member will select a topic of interest to him that is related to some phase of student teaching. The topic might relate to one of the class subjects but with specific adaptability to the school of that teacher. Orienting the student teacher, conducting more effective conferences, developing a no-grade evaluation form, effectiveness of the laboratory school, informing parents about student teaching, encouraging self-evaluation, and developing a handbook for student teachers are some examples of research papers that would be acceptable.

The usual format with footnotes and a bibliography would be required. Reports will be made to the class toward the end of the course.

Class Outside Reading

Class members will be expected to study at least one reference book or periodical in addition to the textbook for each unit and make a one page written report, with oral comments during class discussions when appropriate. These reports will be required for the fourth, fifth, sixth, seventh, and eighth units.

BIBLIOGRAPHY

1. ASSOCIATION FOR STUDENT TEACHING: Yearbooks for 1950 to 1966
2. ASSOCIATION FOR STUDENT TEACHING; Bulletins No. 1 through No.25
3. ASSOCIATION FOR STUDENT TEACHING; Research Bulletins No. 1 through No. 5
4. ASSOCIATION FOR STUDENT TEACHING; *The Supervising Teacher* (Position Paper); published 1966
5. Batchelder, Howard T., Mc Glasson, Maurice, and Schorling, Raleigh; *Student Teaching in Secondary Schools*
6. Devor, John W.; *The Experience of Student Teaching*; published 1964
7. EDUCATIONAL RESEARCH SERVICE; *Cooperation in Student Teaching*; Circular No. 4, published 1964
8. Houston, W. Robert, Blackington, Frank H., and Southworth, Horton C., *Professional Growth Through Student Teaching*; published 1965
9. La Crone, Herbert; *Pre-Service Professional Component of a Program of Teacher Education;* published 1964
10. Steeves, Frank L.; *Issues in Student Teaching*;published 1963
11. Stratemeyer,,Florence B., and Lindsay, Margaret; *Working With Student Teachers;* published 1958
12. TEACHER EDUCATION AND PROFESSIONAL STANDARDS COMMISSION; *Journal of Teacher Education*; Volumes 1--17

PRE-STUDENT TEACHING EXPERIENCES

R. Arden Moon

Mott Intern

Flint, Michigan

Certainly no one will disagree with the thesis that we need to give prospective teachers as many opportunities as possible to observe and work with children.
It is encouraging to see the work Michigan State and other colleges are doing in extending and intensifying the student teaching phase of teachers preparation.

The pre-student teaching phase of teacher preparation is also important and is sometimes overlooked in favor of the senior year capstone.

In this paper we will limit ourselves to those parts of preparation which occur off the campus prior to student teaching, although we are cognizant of the need for continued progress in the possibilities of simulation, television, and other media for providing more meaningful preparation on campus.

Many authors point out the need for early opportunities for the student to have contact with children. Two references will be sufficient.

Shaplin (4) states, "Practice should be continuous ~~beginning~~ during the years of academic study and continuing during the first years of teaching--."

Rivilin (3) believes that the clinical part of teacher preparation should occur in all three phases of training; the general, specialization and professionalization. He creates three phases, "the community service aide, assistant teachers, and the intern."

Traditionally any off campus clinical preparation has been restricted primarily to short periods of observation, participation, and the September experiences. These are valuable and should be continued with some refinement perhaps, until simulation is proven in a workable model.

Some colleges require a certain number of hours of work in organizations such as Scouts, church, and summer recreation work. These contacts also have value.

There seems to be another possibility which holds promise when set in a structured framework. This possibility is working with children at school during the hour immediately following the normal dismissal time.

Interest clubs and volunteer organizations of various types have been used as opportunities for prospective teachers to work with children with varying success. Perhaps the element lacking has been structure and continuity with the total teacher preparation program.

Last year the writer set up seminar classes for elementary students in grades 3-6 in science and art. These classes were held from 4:00 p.m. to approximately 4:45 p.m.

Participation by the elementary students was by their choice. They met at the school in a setting similar to a normal classroom.

These classes were planned and conducted by college students under the supervision of and elementary teacher, the principal, and a high school teacher. (The reason for including a high school teacher will be apparent later.) Some of the college students were planning to teach and some were merely interested in helping to make a particular subject come alive for a child.

The interesting outcome of this trial balloon was that two college students decided they did not want to teach and one outstanding young man decided he would like to work with ten and eleven year olds more. This was out of a group of apporximately fifteen.

High school seniors who were outstanding in the subject field and had indicated an interest in teaching acted as aides for these classes. This was the main reason for including a high school teacher in the original planning stages. The idea of using high school seniors is not new. Klee (1) reported on the success of a "Teacher Apprenticeship," in New York. The aides proved to be a real help and the experience helped them to formulate their thinking concerning a teaching career.

Certainly this arrangement has many shortcomings but perhaps more attention could be given to this type of program as a screening and selection device as well as a recruitment aid. This should be tied closely with an education orientation class or some such course during the Freshman or Sophomore year. The structuring of such an arrangement must be a cooperative venture between the college and public school. (Incidentally, even the P-TA was a real help in the venture related earlier.)

Shaplin (4) stated that, "The schools must accept more direct responsibility for the training of teachers."

The fact is that there is an abundance of sound creative thinking among public school personnel currently regarding teacher education, however because the college professors still hold the trump card of awarding grades and graduate credit there is a reticence spawned by survival for the increment among public school personnel.

College personnel must get into the schools and in contact with pluse of the battle front and public school teachers and administrators must take their head out of the sand and speak forth with reckless honesty.

Financing has increased recently and we will either make sound sensible progress or become another bureaucratic cesspool. If this happens the Rickovers, Besstors, Lynds and others will have a right to scream!

BIBLIOGRAPHY

1. Klee, Geraldine, "Teacher Apprenticeship" High Points, New York Board of Education, December 1964, pp.60-65.

2. Knapp, R.P. and McClellan, J.E. "A Debate - Screening at the Freshman Level", Journal of Teacher Education, 5:103-107, June, 1954

3. Rivilin, Harry N. "Theory Underlying Professional Laboratory Experiences", Theoretical Bases for Professional Laboratory Experiences in Teacher Education, AST, 1965, pp. 49-58.

4. Shaplin, Judson T. "Practice In Teaching" in Smith, Elmer R. (Ed.) Teacher Education, Harper and Row, Publishers, New York, 1962, pp. 80-124

THE ROLE OF THE SUPERVISING TEACHER

Audrey Morris

Supervising Teacher
Flint Southwestern Community High School
Flint, Michigan

PURPOSE OF THIS PAPER

This class furnished the opportunities to study techniques of effective supervision of student teachers and provides the background for this paper. In addition to studying these techniques, sharing the techniques studied in this class with other teachers, and improving the supervision of student teachers, this teacher looks forward to using these techniques for self-improvement as a more effective teacher.

LIMITATIONS

The time and space limit the inclusion of planned classroom activities in this paper. However, it is hoped to include some of these when taking ED 837A, Supervision of Student Teachers.

INTRODUCTION

What are some of the requisities of a supervising or cooperating teacher? First, ". . . the prime requisite for a cooperating teacher is that he be a master in his profession." (1) Second, "it is essential that cooperating teachers have genuine interest in teacher education." (2) Third, ". . . cooperating teachers must be able to deal with theoretical concepts--principles and generalizations--which are the fundamental bases for their decision from day to day." (3) These three quotations furnish a foundation on which building helps a student teacher develop into a certified beginning teacher.

The supervising teacher introduces the student teacher to the teaching profession through inspiring and challenging the teaching career; through providing a good program and helping students to become teachers; through helping the student teacher to find himself; through helping the student in self-analysis and self-improvement; through guidance and not through direction; and through effective communication. How is this accomplished?

PLANNING

The student teacher is introduced to and guided through all of the areas of a new teacher through long-range planning which takes place far in advance of the arrival of the student teacher.

First of all, plan for the first meeting. Greet the student teacher informally with a welcome to the best high school in Flint. (It is.) Next, get acquainted over a social coffee break in the lounge. Guide conversation so that the student teacher relaxes and so that the conversation centers around the student teacher's interests and aspirations. Provide through a casual atmosphere the opportunity for any questions and resultant discussion.

During this visit, the supervising teacher removes as much anxiety as possible, through a brief introduction to class routine, expectations and explanation of both roles of the supervising teacher and the student teacher as cooperating teachers in the classroom. Student teacher involvement in the classroom depends on student teacher readiness and willingness, with planning, observation, and teaching a cooperative enterprise. For instance the supervising teacher never interferes while the student conducts class.

Second, supply the necessary textbooks, teacher's manuals, and a student teacher notebook which contains many pertinent items. This notebook contains such heading and materials as follows:

Forms: Absence, textbook, attendance sheets, class lists, personnel, supplies requisition, class size report, sealing chart blanks, student schedule cards, locker sheets

Student handbook: Student rules and regulations, student dress, clubs, class officers, party dress, committees

Personnel Handbook: School philosophy, objectives, discipline, absences, calendar, rules and regulations, teacher ethics, school map

Administration, faculty, and staff: Administrative list, faculty list, homeroom teachers, counselors

Department: Philosophy, objectives, course of studies grading standards, personnel, rules and regulations

Third, confer with the student teacher afer an opportunity has been provided to examine the above materials. Discuss and explain policies, procedures and use of forms indicated. Suggest a brief daily conference and one weekly conference to discuss areas needing clarification or attention and in planning for the next week.

Fourth, present a folder containing forms for observation, and evaluation: The Appraisal Process, Categories for Interaction Analysis, Observation Report (Form V), "A Teaching Model," and Cooperating Teacher's Self Evaluation.

Discuss the use of these forms and suggest that the student teacher might like to use this form, Observation Report (Form V), within the near future. while observing the supervising teacher. The student teacher then has an opportunity to become acquainted with the form and observation before using it in the observation. Consider the student readiness at all times.

Provide the student teacher with personal items space, filing space, and work space. This room is home base and the student teacher belongs.

Now that she, or he, is settled with a landing space, introduce the student to the faculty by including some background informat of the student teacher and of the faculty member. This is especially essential in a large school system where a student contacts many of the faculty for student counseling information, resources, and materials. Further establish a warm climate throu treating the student teacher to lunch and through interacting with other faculty members in such a way that the student is included. Establish rapport within the group.

Next, take the student on a leisurely tour of the school. Acquaint the student with the administrative offices, library, and its resources, the main office personnel and location of supplies, the book store personnel and textbook supplies, and the counseling staff and offices.

All of the above help the student become oriented and more famili with the atmosphere and the climate of the school which will be home for the next several weeks.

Now present the student teacher to the students as "Mr._______________ or Mrs.___________ who will be working with us this semester." Students print their names on cardboard and place these at the edge of the desk for identification. The student teacher briefly visits with each student while preparing a seating chart of the room. The supervising teacher and the student teacher work together in providing a good physical and professional climate in the classroom.

Both the student teacher and the supervising teacher assist the students in class registration, deliverance of books, and in getting acquainted. The students respect the student teacher as a teacher through a proper orientation in the classroom.

Through working in the classroom and through examination of CA39's, and through visits to the counselors, the student teacher becomes further acquainted with the students and their needs. All of these enhance and make more meaningful the teaching performance and in establishing rapport with the students.

In observing the supervising teacher, the student uses Form V (referred to before) as a guide. This includes a brief description of a classroom activity, a decision made by the teacher, what happened as a result of this decision, whether or not the decision illustrates a useful principle about teaching, and alternative decisions which the teacher could have used. The teacher then explains or adds to the event observed, and without reading the student's explanations, adds what happened as a result of the decision, the objective for the decision, principle of teaching, and alternative decision. Both the student and the teacher then read and discuss the content in light of learning concepts and problem solving. This adds to student teacher readiness and should increase the effectiveness of supervisor teaching.

The student teacher also examines the observations in light of the criteria presented in "A Teaching Model" and in light of Categories for interaction analysis which asks in what ways does the teacher accomplish interaction--through indirect influence, through direct influence, or through student talk. In addition, the student checks the feedback instrument for analysis of teaching behavior only those items which are actually observed. Of course, not all of these are checked in each class, or in one day. Plan, however, to include all of these frequently enough to develop observation techniques and the reasons for use of such techniques. These also show the supervising teacher strengths and weaknesses in teaching.

Observing through the methods illustrated help relate theory studied in college to teacher behavior, learning behavior, and integrate many of the principles involved in a teaching and learning atmosphere.

Study supervising teacher's lessons plans which have been carefully prepared for the student teacher's examination. Both discuss these at the end of the day or at the end of the class in terms of goals, activities, student learning, and any modifications needed such as reteaching, shortened class period due to announcements, student questions, appearance of typewriter repair man, or unexpected visitor who may serve as a speaker for a brief period or the entire class period. In this latter instance, Mr. McNamara, High School Police Counselor, may stop in to inform the law class of new developments in solving "glue-sniffing", to determine interest in the later viewing of a film on police work, to make arrangements, for any students interested, for a field trip to the police station after school, or to assist in answering any questions pertaining to police work.

Through these events the student teacher observes the necessity in flexible planning and to gear the class accordingly. Many of these events actually enhance the activities of the class and serve to bring the students closer to the community in relating experiences to learning.

Planning for speakers presents an opportunity for the student teacher to become acquainted with the resources in the community. For any school system which does not currently offer a course in community resources, it is strongly recommended that such a study enriches a teacher's background, makes the classroom presentations much more meaningful, and develops good public relations. A selection of good speakers from the community makes the subject matter read "come alive" as the students hear first-hand confirmation of areas studied. Senator Guy Vander Jagt, a former lawyer, illustrated cases in many of the elements studied in the classroom suddenly developed new meanings. Mr. Mead from Pacific Finance Company reinforces the principles of responsibility for any contract signed in blank or without reading. Mr. Piper, Vice President of a bank, Miss Brown, Head of Michigan Bell Telephone Company personnel, and other business leaders emphasize the importance of school attendance, job duties, grooming, and the ability to work with others.

Each visit by a speaker is followed by an evaluation to determine effectiveness, interest, and goals.

In a few days, the student teacher presents lesson plans for discussion and examination. These plans are then used by the supervising teacher in teaching which presents an opportunity for the student to see how these plans work when put into operation. Again the student completes one of the observation forms, check forms, or analysis, and these are again discussed.

During these preceding days the student has assisted in the classroom, sometimes in routine matters, but gradually aiding in providing assistance in observing and helping typing techniques, in correcting shorthand outline formation, in explaining and answering student questions. Provide for selection of group activities and groups electing chairman and recorder in the business law class.

Once again it is emphasized that student teacher readiness must be considered. Opportunities for observation of the other classes in the school provide additional enrichment and meaning as the student studies other teaching behavior.

Through observation the supervising teacher demonstrates that in skill classes (all classes) especially, the climate must be absolutely free of tension, threat, or fear. Provide for development of a relaxed atmosphere so that fingers and muscles tense as little as possible. The students put themselves under tense pressure as they try just a little harder to achieve a certain speed in typing or shorthand. Add to this a teacher whose attitude or manner of deliverance in the classroom says "You had better shape up," and the resultant skill is much less than it could be. Students, student teachers, and supervising teachers all need encouragement and the expectation which self-confidence develops.

Also through observation, the student teacher is reinforced in the concept that teaching is fun and that learning is fun. The teacher dictates numbers at random, slowly at first, and then more rapidly. These are dictated in a cadence which appeals to the students. Dictate tongue twisters letter by letter (without looking at machines) and then have students read these in unison. Apply the same to shorthand classes. Other methods can accomplish enjoyment in learning and yet achieve the desired objectives.

The theme of a democratic atmosphere, respect and consideration for the student teacher and the student, reward and reinforcement through encouragement, praise, and time for the student teacher and the student pervade every class. Respect and consideration are a two-way street. But this is not enough. Added to these personal qualities must be a sincere interest in helping the student and in improving the teaching behaviors.

Teaching methods are varied so that each class each day is a new experience. Guide and assist the student teacher in gradually releasing the class. Refer student questions and need for assistance to the student teacher. Place the student teacher in the role of a consultant so that students turn naturally to the student teacher. Students will look to the student teacher as a teacher only as the supervising teacher's actions and attitudes show respect and the confidence in a student teacher.

Finally, leave the student teacher in charge of the class and wait for one or two days (unless she or he indicates differently) before making an observation.

The first observation should be as inconspicuous as possible to the students in the classroom, and the visit should be fairly brief. Remember that this student teacher is a beginner and any comments should stress the positive. A note left on the desk with an encouraging comment develops self-confidence. Self-evaluation during the daily discussion usually points out areas needing attention. At any rate, dwell upon the positive, perhaps without any criticism for a day or two. Criticism should not be verbal at any time, except in extreme circumstances, since use of the check sheets, and use of observation forms with proper discussion usually prevents this from occurring.

The student teacher always knows the location of the supervising teacher, another teacher, or the school nurse in case of emergencies.

Include the student teacher in extra curriculur activities such as scheduled typing make-up nights, make-up tests, individual student help, facluty meetings, concerts, football games, and other activities. If the student teacher's birthday occurs during this time then clue the students. High school students love an excuse to sing "Happy Birthday".

The student teacher has every right to expect some sort of daily evaluation and the opportunity to discuss these evaluations. In the same way prepare the mid-term and the final evaluation together. These evaluations present a much easier analysis with a background of the observation sheets and check sheets in the folder.

As a final note, the student teacher departs with a file of varied resources contributed by the supervising teacher, to assist in that important first year as a full-fledged beginning teacher.

SUMMARY

This course has presented a wealth of information, ideas, and resources for use not just as a supervising teacher but for every teacher. These have been contributed not only by our scheduled speakers but by the various people in the class. This paper and the background of information for this paper constitute an important addition and a guide for everyone concerned in education--the student teacher and the entire school system.

Bibliography

1. Kimball Wiles, Supervision for Better Schools, (New Jersey: Prentice-Hall, Inc., 1955), p. 7.
2. *Ibid.*, p. u.
3. Kimball Wiles, Supervision for Better Schools, (New Jersey: Prentice-Hall, Inc., 1955), p. 9.

A SAMPLE SEMINAR TO BE USED SEPARATELY WITH SUPERVISING TEACHERS AND STUDENT TEACHERS:

OBSERVATION USING L S I METHODS & MATERIALS

Shirley L. Owen

Assistant Coordinator of Student Teaching
Michigan State University
Detroit, Michigan

These notes for a seminar to be held early in a student teaching quarter for students, and preferably before their student teachers arrive for supervising teachers, cover only the theme topic with no mention made of time for announcements, business, etc.

Desirable Materials and Resources:
Resource Person: Dr. Ted Ward or Mrs. Judy Henderson
Equipment: An L S I Professional Decision Simulator (if portable)
Printed Materials:-The loose-leaf L S I Manual, separated into its ten classifications and contained in ten large envelopes.
-The L S I Manual cover as well as its contents
-Individual copies of descriptive folder #5243, which illustrates and explains Simulator.
-Individual copies of Institute Paper #22, THE OUTLOOK FOR TEACHER EDUCATION , for each supervising teacher.
-Individual copies of green paper-covered Clinic School Manual mimeographed excerpts.
-Several individual copies for each supervising teacher of Observation Report Form V. Copies also for student teachers after their supervisors have been first introduced to them.
-1 copy of sheet from Manual, # 4.12, "Giving Directions for Related but Separate Tasks."
-Explanatory material in this paper if neither Ward nor Henderson can serve as resource people.

"The professional component of a program of teacher education for the last 25 or 30 years had taken for granted that the teacher education student will put together the talk about education and his teaching. The recent research in teaching and work in theory indicates that this is an extremely difficult task and that an assumption of this magnitude is more likely to be false than true," says Herbert Le Grone. (2:63)

Supervising teachers and, early in their contacts, student teachers have well known that putting theories of learning into practice does not occur easily and immediately when one steps to the front of a class.

Many researchers are beginning to help those of us who are interested in teacher education to differentiate between the personal dimension (such as kindness, enthusiasm, pleasant appearance), vocational dimension (such as ability to seat children and to explain and assign a simple lesson), and professional dimension (such as ability to build a child's self-respect, or critical thought habits) of a teacher.

L.O. Andrews (1:4) discussed an 8 point assending order of objectives or levels of teacher competence when he spoke before the AST-AACTE in February:

1. Evaluation (Judgment Day -- for certification)
2. Association with a superior teacher (Imitation)
3. Meeting the challenge of reality (Keeping school)
4. Skill in directing learning (Cookbook perfection)
5. Professional understanding (Dewey's laboratory function)
6. Insight, judgment (Developing professional perception, intuition)
7. Professional decision making (Action based on principles, values and thoughtful analysis)
8. Demonstrated professional competence (Consolidated professional skill and assured professional self-confidence)

Obviously, it is unrealistic to expect a student teacher or a first year teacher to hit level 8 much at all. Indeed experienced teachers feel a glow to reach levels 5-8 even part of the time. But to have such goals to stretch toward keeps our profession stimulating.

Are there any positive means we may take to advance ourselves on this scale and help out student teachers to look and start upward? Shaplin (3:80) says,

> Teaching is behavior, and as behavior is subject to analysis, change, and improvement. The concept of improvement implies that there are controlling objectives in teaching, and that the behaviors of teaching are organized to accomplish these objectives. A large part of teaching is the result of a conscious process of controlling behavior to accomplish certain purposes. The assumption is also made here that practice conditions can be established that will provide the kind of analysis of teaching that will enable the teacher to learn to control his behavior.

Dr. Ted Ward (4:1) of Michigan State University's Learning Systems Institute believes that teaching can be taught, that we may provide experiences which will enable students to develop the appropriate behaviors of teaching, and that we can study them in a system. If Dr. Ward or his associate, Mrs. Henderson, could explain to you their rationale and procedure, if you had time to read all of their material and to study their notebook of observations (Students, do this), if you could practice teacher decision-making using their Simulator-and I hope you can do all these things sometime-you would be excited by the potentials for us all in their work.

Perhaps we can use this seminar to become somewhat familiar with their materials and see if we can learn to make some use of their special way of observing and evaluating actual teacher classroom behavior, reduced to its most simple or basic element: decision-making.

(End of introductory remarks handled by coordinator if Dr. Ward or Mrs. Henderson are unable to serve as resourse person.)

*Continue seminar by reading to group the sections called "Illustrative Situation", "Decision", and "Consequences" from Clinic Manual Sheet 4.12, "Giving Directions for Related but Separate Tasks", which situation can be visualized for many grade levels and subject areas.

Giving Directions for Related but Separate Tasks

Hypothesis:

Instructions and directions for young children should be brief, clear and concise.

Illustrative Situation:

The teacher introduces a spelling lesson to her second grade. She explains the assignment and gives careful directions for the first part of their written work. The children begin and she circulates among them, giving assistance where needed.

Decision:

When several children complete the first part, the teacher gets the attention of the class and introduces the second part of the lesson.

Consequences:

The children understand what they are to do and are not confused with the two separate sets of directions. Their tasks are differentiated and clearer to them.

Rationale:

The teacher believes that involved and complicated instructions are apt to be confusing and frustrating to young children. Although it is difficult to judge the proper time to interrupt their work for further directions, the simplified instructions usually prove to be more effieient and profitable.

Alternative Decisions and Probable Consequences:

1. The teacher could allow the entire group to complete the first exercise before going on to the second. Some of the children would complete the exercise quickly, however, and others would never complete the assignment, causing a waste of time and possible discipline problems.

2. The teacher could give all assignments for the work to be done before they begin. She would not have to break in and interrupt the children's train of thought, but many children might be confused with the two sets of directions. Frustration and failure might result.

*Allow group a few minutes to speculate on teacher's possible "Rationale". Then possible "Alternate Decisions and their Probable Consequences".

* Finally, read Rationale and Alternates plus the Hypothesis from top of sheet.

* Call attention to the thought cycle. "Methodology can be thought of as a process in which the teacher seeks cues from the dynamics of the classroom moment, combines these cues with the aspirations and objectives he has for the learners (using his own hypothesis about learning), makes a "move", evaluates the consequences of the move and the hypothesis on which he acted, in order to be able to make a better prediction next time." (Ward, 4:6)

*Ask someone in group to write these 4 points briefly on blackboard.

* Now distribute to each the green paper-covered Clinic Manual samples to show how this introductory title fits in the classification scheme. Explain briefly about the special use of the pink and blue sheets, but encourage today to concentrate especially on the white.

*Tell about Simulator at this point and demonstrate if this equipment is available. Machine stops to allow student to make the decision beforethe video-tape will finish. If wrong choice is made, the audio-tape explains why there is a better choice.

* If the group has been sitting very long, this might be a good time for a short break. Some could then try out the machine.

*Ask group to sit in about 10 roughly even groups. Explain that we will try to spend about half an hour looking over the Clinic Manual sheets by classifications within groups. Read as many as possible from your group's classification set of sheets until getting an agreed upon signal at which time each group's sheets will be gathered up and passed to another group. If we change every 3 or 4 minutes, perhaps everyone can read 1, 2, or 3 from each classification to get the general idea. After 10 changes, ask for volunteer monitors to get each classification back into numerical order (top right hand corner number, no letter).

* Discuss orally a teacher-decision bit from our seminar lesson: Situation, Decision as they saw it, Consequence, Possible Rationale, Hypothesis, Alternatives.

* For Student teachers if they are introduced before supervising teachers: Suggest that they try to focus on some good teacher decisions as they observe before they begin teaching. Record informally and perhaps discuss with supervising teacher to see if there is agreement on rationale.

* For Supervising Teachers: Distribute Observation Record Form V. Discuss its use. Encourage them to use these as they see they will be most useful. They may ask their Students to fill some out on themselves or save them to observe their Students' growth into good decision,-making "bits". They should make good conference discussion material.

* For Student Teachers after Supervising Teachers have introduced to L S I: Students may now receive Form V and use for their observations with the consent of their supervising teachers.

* Encourage both groups to save these which they find interesting and helpful for subsequent seminar discussion, possible use to Dr. Ward, or for a file on the student as a possible record of growth.

BIBLIOGRAPHY

1. Andrews, L. O., "Theory Underlying Proposed State and Federal Support to Promote High Quality Student Teaching". Copy of speech made before Joint Session AST - AACTE, 2-12-66.

2. LaGrone, Herbert F. AACTE: A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education, 1964

3. Shaplin, Judson T., "Practice in Teaching" in Smith, Elmer R. (Ed.), TEACHER EDUCATION, Harper & Row, New York, 1962.

4. Ward, Ted "The Outlook for Teacher Education", Papers of the Learning Systems Institute, #22, March, 1966.

Material also gained from class lectures from Davis, Dow, Henderson, Schmatz, Southworth, Ward, and others.

THE ROLE OF THE COOPERATING TEACHER

Celia Ransom

Secondary Teacher and Cooperating Teacher
Birmingham Public Schools
Birmingham, Michingan

The role of the cooperating teacher is one which is not new to me. Having been a cooperating teacher for many years. I feel that I am aware of the many complexities of that role. I feel, therefore, that it is worthy of attention and analysis in this paper.

The reasons why people choose to become cooperating teachers may be varied. However, I like to think of the role as being one of service to one's profession, one which brings rewards and recognition through accomplishments and one which keeps me alert to the changes and achievements of the profession. Through working with student teachers, I learn from them, and thereby have more to contribute. Hopefully they learn from me and they in turn can contribute.

Stratemeyer and Lindsey describe the cooperating teacher as being the key figure in teacher education. They go on to state that "Cooperating teachers hold a significant and enviable position among teacher educators." (3 p. 4). This is due largely to the fact that it is through his work with the cooperating teacher that the student teacher comes into actual contact with "real teaching." Student teaching experiences have a decided effect on the kind of teacher a person becomes and it is this writer's opinion that the cooperating teacher plays a most strategic part in those experiences. Not only must the cooperating teacher guide the student teacher, but he must continue with the primary responsibility of guiding the students in his classroom. How well he handles this total task has a decided effect on the student teacher who will eventually step into a full-time teacher role himself.

Wiggins has described the cooperating teacher's task as having three parts: (a) the job of teaching classes and the numerous other extra-curricular responsibilities that go along with teaching itself (b) the job of providing direct assistance to the student teacher as he becomes accomplished in the science and the art of teaching and (c) the task of creating an environment in the classroom, in the school, and the community which will facilitate the student teacher's achieving maximum success. (5 pp. 44-45)

To say the least, this requires a paramount effort on the part of the cooperating teacher and a decided commitment to teaching and teacher training.

What then are some of the elements that go into the make-up of a cooperating teacher? Not all teachers make good cooperating teachers, nor do all teachers want to work with student teachers. These are things that should be taken into consideration when student teaching assignments are made.

It is this writer's opinion that cooperating teachers must grow and improve and must continue to develop skills in working with student teachers, just as student teachers must develop teaching skills in their student teaching experience.

The cooperating teacher should view the student teaching experience as an opportunity for learning on his part as well as on the part of the student teacher. The cooperating teacher should recognize that student teaching is a sharing experience. He must be willing to allow the student teacher to be a part of the team, to make decisions, to accept responsibility.

Perhaps in any discussion of what makes a good cooperating teacher it should be mentioned that he or she should be a master teacher himself, and one who has demonstrated his ability to work with children. This is, of course, not to say that because he posseseses these abilities he will be successful in working with neophyte teachers. However, it seems reasonable to expect that a student teacher should see good teaching. "The prospective teacher needs a period of intensive and continuous work under the guidance of a skilled teacher, at which time he assumes major responsibility in planning and directing the teaching-learning activities." (2 p. 27).

It would also be my feeling that any cooperating teacher should recognize the training of future teachers as a part of his professional responsibility and should actively demonstrate this responsibility. To work for improvement and to strive for quality with the studentteachers with whom he works will often require that the cooperating teacher spend great amounts of time and energy. It will require his taking an intense interest, both professional and personal, in each student teacher with whom he works.

Any cooperating teacher should recognize that the student teaching situation _is_ cooperative. It is a joint venture which depends on the cooperative use of the skills and talents of many people. It includes those on the college level, such as the college supervisor, and those in the actual school setting. An ability to work with others and get along well with people is essential in the person who is a trainer of others.

Working with another adult in the classroom is not always the easiest of tasks. It requires skill. It requires the establishment of a cooperative working relationship between teacher and student teacher. The cooperating teacher must work and plan closely with the student teacher. Not only is he _working with_ the student teacher, but is, in essence, _teaching through_ him. It must be remembered that the cooperating teacher still has the major responsibility for his own students, even though the other adult is guiding the learning of the pupils in the classroom.

It might be mentioned also that another adult in the classroom can aften ask searching questions and demand explanations of various procedures. This kind of thing should, in my estimation, be expected by the cooperating teacher and even welcomed. "Far from being a negative factor or one that should deter good teachers from wanting to work with college students, it is a factor that keeps a teacher on the growing edge and provides stimulation that evokes the best possible teaching." (3 p. 10)

A cooperating teacher must be able _to discuss_ as well as _to do_. The cooperating teacher must be able to talk about "the why" of any situation so that the student teacher may clearly understand what is being done in the classroom and why certain decisions were made. This guidance on the part of the cooperating teacher is essential so that the student teacher may build guidelines and principles by which he may act in the future.

What are some of the positive practices that the cooperating teacher employs to provide a student with a successful student teaching experience? How can the cooperating teacher, in his supervisory role, best guide the beginner?

Even before a student teacher arrives on the scene, there are certain things which the cooperating teacher can do, such as to familiarize himself with any data sheets on the individual. Also, he can give some thought as to how the student should be welcomed and what initial experiences might be most valuable and interesting for someone new. Materials that the student teacher will need can be gathered together, and can be ready for his use. Texts, seating charts, weekly schedules are kinds of items which are needed. In some instances, the students themselves, can be involved in preparing the way for the student teach

When the student arrives, he should be introduced to the students as another teacher. He should be given his own work area. He should be introduced to other staff members, including the custodial staff. The friendly and accepting attitude displayed by the cooperating teacher will do much in getting the student teacher off to a good start.

As soon as possible, the student teacher should be introduced to the routine matters and should become involved in as many activities with students as possible. The cooperating teacher must give the student teacher information on building regulations, teacher attendance, parking, smoking, and a myriad of other regulations peculiar to any given school. Often the cooperating teacher will involve the student teacher by sharing with him the responsibility for record-keeping of grades and attendance. Also, at this point, the student teacher may be introduced to cumulative records on the pupils with whom he will be working. All of these areas and more, help in orienting the student teacher to his new situation.

As part of the student teaching experience, the student teacher will be involved in observation. At times it is wise for the cooperating teacher to direct that observation along special lines. At all times, the student teacher should be encouraged to ask questions.

It is also the responsibility of the cooperating teacher to keep the lines of communication open. Initially, day-to-day conferencing and just plain talking are necessary to build up a friendly and relaxed atmosphere whereby the student teacher and cooperating teacher can communicate and work together freely and intelligently. "Touchy" subjects such as matters of dress, speech, offensive personal habits, should be brought out and discussed immediately before they generate later difficulty. The cooperating teacher should set up a regular place and time for conferencing so that questions can be answered and mutual problems solved.

Another major responsibility of the cooperating teacher is to assist the student teacher in planning. "Classroom planning is the foundation for sound classroom management and discipline. . . . . adequate planning takes time. It takes thought. It takes energy. This is particularly true for the beginning teacher or student teacher." (1 p. 157)

In guiding the student teacher in his planning, the cooperating teacher encourages the student teacher to think through various ways of treating a given lesson, to plan his time efficiently, to work in terms of specific goals. The cooperating teacher seeks to move the student teacher from dependency to using individual initiative by finding and developing systems and techniques that work best for him.

The cooperating teacher must, at all times, work in a supportive manner giving encouragement to his student teacher whenever possible. He must help him to build strengths and overcome weaknesses. Ward, in his booklet What Makes The Difference, makes the following suggestions to cooperating teachers:

1. Be sincere--if something is not worth praising, suggest improvement.
2. During the early weeks, while you are unsure of your student teacher's needs for encouragement, make special efforts to compliment any signs of growth or improvement.
3. Pass along comments from others when they would encourage the student teacher.
4. Help the student teacher learn to interpret student's reactions to his teaching so that he might become more able to get satisfaction and confidence from his own appraisal of his work. (4 p. 12)

Another responsibility the cooperating teacher must undertake is that of helping the student teacher understand and relate with the students with whom he is working. Stratemeyer and Lindsey suggest the following ways as a means to gaining greater insight and knowledge about pupils:

1. using and contributing to pupils cumulative records
2. observing behavior
3. making contacts with homes and families

4. studying the community
5. planning learning activities
6. guiding learning activities
7. viewing dilms
8. evaluating pupil progress
9. reading (3 p. 173

This writer would further urge the student teacher to talk with the students whenever possible, whether it be in the classroom, hallway, community, or at an athletic or social event. Perhaps even more important I would urge the advisability of listening to students. Often valuable insights into their behavior are uncovered in this manner.

The cooperating teacher must also work in an evaluating capacity. It is this writer's belief that continuous evaluation should be made and that the student teacher deserves to know "where he stands". Evaluation is necessary to determine what needs to be done next, to determine strengths and weaknessea and to determine how well any one student teacher is moving toward pre-determined goals. It is the task of the cooperating teacher to gather information through observation of the student teacher's performance and progress and in turn to provide constructive criticism which will be of help to him. Additionally, he must make a final written evaluation for the respective student's university. Frequently this is accompanied by a written recommendation which will be used by pros-'pective employers.

The cooperating teacher must help the student teacher move toward self-evaluation. Since the student teacher is developing habits and patterns of behavior which he will carry with him into the full-time teaching situation, it is essential that he be able to step back and take a look at himself." It is extremely important that the student teacher develop the ability to analyze his own teaching skills, his dealings with other teachers, and the effects of his influence upon students." (4 p. 23)

The cooperating teacher can best effect the student teacher's ability at self-evaluation by encouraging his individual initiative, by allowing him to assume more responsibility as he progresses through the clinical experience, and by allowing him to take the lead in decision-making and in conferencing.

Probably one of the most important ways in which the cooperating teacher works with student teachers is in the positive attitude that he himself displays towards the profession, children, and other faculty and staff members. An enthusiasm for his work is essential--if it does not exist--the student teacher will know.

These are not in any way all the many facets of the role of thecooperating teacher--only the highlights. As the teaching profession moves ahead, as we discover more about the nature of teaching itself the role of the teacher of teachers must change in order to best provide the learning experience needed by new members of the profession.

BIBLIOGRAPHY

1. Houston, Robert W., Frank H. Blackington, Horton C. Southworth. Professional Growth Through Student Teaching. (Columbus, Ohio: Charles E. Merrill Books Inc., 1965.

2. Richards, Helen and Elizabeth Robinson. "The Supervising Teacher in Teacher Education", The Supervising Teacher. The Association For Student Teaching Thirty-eighth Yearbook. (Dubuque, Iowa: Wm. C. Brown Co., Inc., 1959).

3. Stratemeyer, Florence B. and Margaret Lindsey. Working With Student Teachers. (New York: Bureau of Publications, Columbia University, 1958).

4. Ward, Ted "What Makes the Difference", Bulletin #34. (East Lansing, Michigan: Bureau of Educational Research, College of Education, Michigan State University, 1963).

5. Wiggins, Sam P. The Student Teacher in Action (Boston: Allyn and Bacon, Inc., 1957).

A SURVEY OF EXISTING INTERN PROGRAMS IN TEACHER EDUCATION

William M. Rouse, Jr.

Instructor, Mathematics Education
Michigan State University
East Lansing, Michigan

Development of Insternships. Although the concept of internship for teachers has existed since the turn of the century, it has only been during the post-World War II period that this concept has flourished and expanded. Most of this expansion has occurred in the last 15 years. John B. Whitelaw, Specialist in Teacher Education, U. S. Office of Education, described the development of the internship in this way: "The paid teaching internship which was incorporated into fifth-year programs of preservice teacher education after World War II, largely as a matter of expediency, has become the means of solving the most difficult problem that has dogged teacher educators for years: how to make it possible for public school systems to fulfill their indispensable clinical role in the preservice education of teachers." (6)

The development of the internship received impetus from several sources. To help ameliorate the teacher shortage problem, many colleges instituted a fifth year program designed to lead competent, college graduates into the profession. Some of these fifth year preservice programs were designed to help liberal arts majors meet state certification requirements. Some were designed to encourage retiring military men and housewives to enter teaching. The internship became an important feature of many of these fifth-year preservice program~~e.~~ (3,p.7)

In addition to these programs designed to retread individuals from other walks of life, other programs involving internship also developed. Many states began to require an integrated five year program for teacher certification, and others introduced the 4 plus 1 plan in which the graduate of a 4 year teacher education program was given a provisional certificate and expected to complete an additional year of post graduate work within a limited number of years in order to obtain permanent certification. In both cases the internship was often considered as a desirable addition to former 4 year programs. Henry Harap reported in 1962, that "Seventy percent of the programs which required internships were clustered in states which required 5 years of preparation for a beginning high school teacher or a deferred fifth year of study." (3,p.7)

To encourage experimentation with the internship concept several foundations, notably the Ford Foundation, made financial grants to colleges and universities. Many of these colleges and universities recognized the great potential of programs started in this way, and attempted to modify them in order to avoid their termination when the grants were exhausted. These modifications have usually necessitated greater coooeration between the teacher education institutions and the local school districts. A few institutions have incorporated the internship into 4 year preservice programs.

Definition of Internships. As a result of this development process, internships vary a great deal throughout the U.S., and there seems to be no concensus as to what constitutes an internship program. Many different teacher education institutions, many different school systems, and many different state departments of education have been involved in this development, with each of them contributing its own peculair organizational and philosophical characteristics to that development.

In December 1965, John B. Whitelaw attempted to characterize the paid teaching internship by the following qualities.

1. A paid, contractual relationship of a half-year of a full year between the intern and a school system.
2. A very high quality of supervision of the intern based upon recognition in professional status and pay for supervisors of interns.
3. Integration into the period of the internship of most of the intern's required professional course work. (7)

The Commission of Internships in Teacher Education of the Association for Student Teaching is currently attempting to define the internship as follows. This definition is more than a description of existing programs; it is a philosophical statement of position which describes what an internship program should involve.

The internship in teacher education is an integral part of the professional preparation of the teacher candidate, and is the final laboratory experience necessary for provisional teacher certification, having been preceded by observation-participation and student teaching experiences in a school classroom; is planned and coordinated by the teacher education institution in cooperation with one or more schools, during which the intern is (1) contracted by and paid by a local school board, (2) assigned a designated number of classes to teach for a school year, (3) enrolled in credit courses that parallel his professional experiences, and (4) supervised by both a highly competent teacher or administrator who is employed by the cooperating school and has been assigned released time to devote to this activity, and a college supervisor who makes periodic observations and works closely with the school supervisor.

The AST Commission of Internships has not defined internship as:

1. A substitute for the student teaching laboratory
2. A crash program to retread older, non-preference bachelor degree candidates
3. An inexpensive way to obtain beginning teachers
4. A means of compacting initial teaching experiences
5. A way to gain slave labor for experienced teachers

6. A vehicle to perpetuate traditional teacher education patterns
7. An alternate route with unilateral support from teacher groups, public school districts, or the university and college
8. A typical first year experience just like many of us passed through without adequate guidance or supervision
9. A year of unaccountable teacher behavior (2)

Comparison of Some Selected Internship Programs. Very little is available which describes the internship programs of specific teacher education institutions. The information in the Appendix was gathered from personal communications, reports of conferences and school systems and bulletins prepared by directors of internship programs. The Appendix briefly describes the major details of 26 different internship programs. It is believed that these 26 examples are fairly representative of the present condition of the internship concept in the U.S.

The major details of these 26 programs are summarized below.

Summary. Of the 26 programs 7 are concerned with elementary teachers only, 10 with secondary only, 7 with both elementary and secondary, 1 with secondary and junior college teachers, and 1 is undetermined.

3 of the programs include the internship as an integral part of a 5 year preservice teacher education program, and one as an integral part of a 4 year preservice program. The other 22 are fifth-year or fifth-and -sixth-year programs designed to build on some type of baccalaureate program. Of this 22, 16 accept only graduates of liberal arts programs, 5 accept graduates of liberal arts programs and graduates of teacher education programs, and 1 accepts only certified teachers.

Of the 22 fifth-year programs, 7 encompass 1 summer and 1 academic year, 13 encompass 2 summers and 1 academic year depending upon the individuals, and 1 encompasses 2 academic years.

16 programs provided an observation/participation or student teaching experience prior to the internship, 1 provided a micro-teaching experience, and 5 provided no such experiences. No information was available for 4 of the programs.

18 of the 26 programs require the interns to participate in courses or seminars operated concurrently with the internship; 4 of them do not. No information was available on the other 4.

In 23 of the programs the interns receive a salary or a stipend, which is usually consistent with the salary schedule of the district and the amount of time and responsibility involved. In 2 the interns receive no pay. No information was available for 1 program.

Both the teacher education institution and the school district assume responsibility for the supervision of the intern in 20 of the programs, the teacher education institution only in 1 of the programs, and the district only in 2 of the programs. No information was available in 3 of the programs.

18 award the masters degree, 3 award graduate credit, and 5 award the bachelors degree for successful completion of the program.

Bibliography

1. Alterman, Rolland A., Evaluation of Student Teaching and Intern Experiences. Mt. Pleasant, Michigan: Central Michigan University, 1964. 47pp.
2. Commission of Internships in Teacher Education of the AST. Unpublished paper, February 18, 1966.
3. Harap, Henry, Fifth-year Programs of Classroom Teacher Education: A Digest of the Survey Report. Washington, D.C.:U.S. Office of Education, July 1962. 10pp.
4. MacDonald, James B., A Research Oriented Elementary Education Student Teaching Program. Milwaukee: University of Wisconsin, 1965, 70pp.
5. Nash, Pat N., The Duo-Specialist Project. Tucson: University of Arizona, 1965. 25pp.
6. Whitelaw, John B., "The Most Important Breakthrough in the History of Teacher Education: The Teaching Internship." Unpublished paper, March 1, 1965.
7. _______, "What;s the Big Idea: Why the Paid Teaching Internship?" Unpublished keynote address to the Teacher Education Conference, University of Minnesota, Minneapolis, December 2 and 3, 1965.
8. _______, "Report of Six Regional Seminars on the Potentialities of the Paid Teaching Internship." Washington, D.C.: U.S. Office of Education, October 15, 1965. 26pp.

Appendix

Brown University, Providence, Rhode Island

Candidates	liberal arts grads or experienced teachers
Level	secondary
Type	post grad, 1 summer and 1 academic year
Supervision	?
Salary	?
Credit	MAT

Pre-intern observation/participation.
Courses concurrent with internship.

Central Michigan University, Mt. Pleasant, Michigan

Candidates	undergrads
Level	elementary or secondary
Type	5 year, pre-service
Supervision	institution and district
Salary	50%, 65%, 80% of beginning salary during 3 successive internships
Credit	bachelors degree; grad credit can be earned

No pre-intern observation/participation.
Courses concurrent with internship.

Claremont Graduate School, Claremont, California

Candidates	liberal arts grads
Level	elementary
Type	post grad, 2 summers and 1 academic year
Supervision	?
Salary	$5200
Credit	masters degree

Pre-intern observation/participation.
No information on courses concurrent with internship.

Converse College, Spartanburg, South Carolina

Candidates	liberal arts and education grads
Level	secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution
Salary	beginning salary
Credit	MAT

No information on pre-intern observation/participation.
Courses concurrent with internship.

San Diego State College, San Diego, California

Candidates	undergrads
Level	elementary
Type	5 year, pre-service
Supervision	institution and district
Salary	paid, amount not known
Credit	bachelors degree

Pre-intern observation/participation.
Courses concurrent with internship.

St. Cloud State College, Minnesota

Candidates	certified teachers
Level	elementary
Type	post grad, 1 summer and 1 academic year
Supervision	institution and district
Salary	$1000 less than beginning salary
Credit	graduate credit

Interns had done student teaching as undergrads.
No courses concurrent with internship.

Stanford University, Stanford, California

Candidates	liberal arts grads
Level	secondary
Type	post grad, 1 summer and 1 academic year
Supervision	institution and district
Salary	$1500 to $2000
Credit	MAT

Pre-intern micro-teaching
Courses concurrent with internship.

University of Arizona, Tucson, Arizona

Candidates	liberal arts grads
Level	elementary
Type	post grad, 1 summer and 1 academic year
Supervision	institution and district
Salary	living allowance
Credit	bachelors degree

No pre-intern observation/participation.
Courses concurrent with internship.

University of California, Berkeley, California

Candidates	bachelors and masters degree holders
Level	secondary or junior college
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	full regular salary according to certificate
Credit	masters degree or grad credit

Pre-intern observation/participation.
Courses concurrent with internship.

University of California, Davis, California

Candidates	bachelor degree holders
Level	elementary or secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	beginning salary
Credit	graduate credit

Pre-intern observation/participation
Courses concurrent with internship.

Duke University, Durham, North Carolina

Candidates	literal arts and education grads
Level	secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	beginning salary
Credit	MAT

Pre-intern observation/participation.
Courses concurrent with internship.

Emory University, Atlanta, Georgia

Candidates	liberal arts grads
Level	elementary or secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	full non-degree salary
Credit	MAT

Pre-intern observation/participation.
No concurrent courses with internship.

Michigan State University, East Lansing, Michigan

Candidates	undergrads
Level	elementary
Type	4 year, pre-service
Supervision	institution and idstirct
Salary	2/3 of beginning salary
Credit	bachelors degree

Pre-intern observation/participation.
Courses concurrent with internship.

Northwestern University, Evanston, Illinois

Candidates	liberal arts grads
Level	secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	$3500, 3/5 of beginning salary
Credit	MAT

Pre-intern observation/participation.
Courses concurrent with internship.

Oregon College of Education, Monmouth, Oregon

Candidates	education grads with no student teaching
Level	elementary or secondary
Type	5 year, pre-service
Supervision	institution and district
Salary	#3300
Credit	bachelors degree; can earn grad credit

No pre-intern observation/participation.
Courses concurrent with internship.

University of Chicago, Chicago, Illinois

Candidates	liberal arts grads
Level	secondary
Type	post grad, 2 academic years
Supervision	district
Salary	3/5 salary for 3/5 load during 2nd year
Credit	MAT

Pre-intern observation/participation.
No courses concurrent with internship.

University of Maine, Orono. Maine

Candidates	liberal arts and education grads
Level	elementary or secondary
Type	post grad, 2 summers and 1 academic year
Supervision	district
Salary	1/2 of beginning salary
Credit	MAT

No pre-intern observation/participation.
No information on courses concurrent with internship

University of Michigan, Flint College, Flint, Michigan

Candidates	undergrads
Level	elementary
Type	5 year, preservice
Supervision	institution and district
Salary	regular schedule for non-degree teachers
Credit	bachelors degree

Pre-intern observation/participation.
Courses concurrent with internship.

University of North Carolina, Chapel Hill, North Carolina

Candidates	liberal arts and education grads
Level	secondary
Type	post grad, 2 summers and 1 academic year
Supervision	?
Salary	$2250, 1/2 salary for 1/2 load
Credit	MAT

No pre-intern observation/participation.
Courses concurrent with internship.

University of Oregon, Eugene, Oregon

Candidates	liberal arts and education majors
Level	elementary or secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	2/3 of beginning salary
Credit	masters degree

Pre-intern observation/participation.
Courses concurrent with intership.

University of Southern California, Los Angeles, California

Candidates	liberal arts grads
Level	elementary or secondary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	$1500 to $2000
Credit	masters degree

Pre-intern observation/participation.
Courses concurrent with internship.

University of Wisconsin, Madison, Wisconsin

Candidates	liberal arts grads
Level	?
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	$1200
Crecit	masters degree

No pre-intern observation/participation.
No information on courses concurrent with internship.

University of Wisconsin, Milwaukee, Wisconsin

Candidates	liberal arts grads
Level	elementary
Type	post grad, 2 summers and 1 academic year
Supervision	institution and district
Salary	$3500
Credit	1/2 of credit toward masters degree

Pre-intern observation/participation.
Courses concurrent with internship.

Vanderbilt University, Nashville, Tennessee

Candidates	liberal arts grads
Level	secondary
Type	post grad, 1 summer and 1 academic year
Supervision	institution and district
Salary	part to full salary depending upon load
Credit	MAT

No information on pre-intern observation/participation.
No information on courses concurrent with internship.

Wesleyan University, Middletown, Connecticut

Candidates	liberal arts grads
Level	secondary
Type	post grad, 1 or 2 academic years
Supervision	institution and district
Salary	$2200 per semester for 4/5 load
Credit	MAT

Pre-intern observation/participation.
No courses concurrent with internship.

Yale University, New Haven, Connecticut

Candidates	liberal arts grads
Level	secondary
Type	post grad, 1 academic year and 1 summer
Supervision	institution and district
Salary	$1000 per semester
Credit	MAT

Pre-intern observation/participation.
Courses concurrent with internship.

SOURCES OF STUDENT TEACHERS" DIS-SATISFACTION

Mohammad Ansar Ahmed Shami
College Supervisor
Western Pakistan Agricultural University
Lyallpur, Pakistan

Student teaching is a revolutionary kind of experience for the college students. Long before the students actually undergo this experience they build up perception of what kind of experience it will be, what they will be required to do and get psychologically prepared for this endeavor. For some this phase is a challenging one and for others it is threatening. In one study it was found that female groups of student teachers experienced more anxieties than the male groups (4:439) and that more anxieties originate in what has been heard or imagined by the students than from any other source (4:439). An immediate shock is experienced by the students when they find that the real situation is somewhat different from what they had imagined. But these kind of shocks are niether grave nor long-lasting. Normally the students adjust very well to the new situation and research indicated that among the students more anxieties occur prior to the student teaching internship than during the teaching experience (4:439).

It is quite natural that whenever people are put in a strange and challenging situation they do experience minor or major frustrations. Seldom the new situation is exactly the same what a person has thought about. Hence a person needs to change his perceptions or to change the situation according to his perception or to bring about a compromise between the both. If the things do not work out well the result is frustration and dis-satisfaction. The same applies to student teaching experience. No matter how able a student may be he/she encounters some kind of dis-satisfactions during this period.

Although the kinds of dis-satisfactions experienced by the students vary from individual to individual but certainly we can find some common sources for such dis-satisfactions. After we classify these sources we can proceed with a consistent and systematic approach to minimize occurance of such events which result in student dis-satisfaction.

Student teachers have to interact with supervisory teachers, school students, principles, coordinators and with their own selves. Not all the persons stated above deal with the student teachers at their free will. In most of the cases the behavior of the person dealing with student teachers is controlled and directed by policies laid out by school and/or college authorities.

Hence, whenever the student teachers experience frustrations the causes of such frustrations should be located with a vigilant eye.

The writer has not been able to find ample research on the sources of dis-satisfaction of student teachers. For the purpose of this paper the writer dwells largely on his personal experience of supervisory student teachers, the benefits which he received from the current seminar and little bit on the readings of research articles. No wonder the paper in hand will contain a blend of both Pakistani and American conditions.

Of all the areas in which the student teachers are required to work, the classroom situation is most important, most crucial and very basic. The chief measure of his/her success depends upon how he/she performs in this situation. Student teachers are required to spend most of their time and energy in the classroom. Further the jobs which they are to perform in the classroom situation are numerous and sometimes quite complex. No wonder, therefore, that the major problems of student teachers will lie in this area. In one study the students stated very specific problems most frequently identified and rated most troublesome as: adjusting instruction to individual needs; strengths and weaknesses; not knowing how to get pupils to learn the greatest possible amount during a limited time period (efficiency in teaching); learning how to divide time spent in preparing for teaching lessons and for other responsibilities such as university classes or non-teaching duties; not knowing how to plan for the best learning; making materials pertinent and interesting to pupils; understanding the goals of the schools; developing better personal qualities as a teacher--voice, poise, emotional control; understanding and using special school services--standardized test results, health reports, remedial teaching reading services, school psychologists, guidance and counseling services; keeping and making out official records and reports; understanding and using courses of study and curriculum guides; making effective use of community resources; and handling of disciplinary problems (1:10). A close examination of the problems stated above will indicate that most of the problems are either directly or closely related with what the student teacher has to do in the classroom. It seems so that there remains a wide gap between what the student teachers are prepared to do and what they have actually done in the classroom.

Problems related with class discipline are one of the most important ones. In Pakistan the school students are quite submissive and obedient hence the student teachers do not face discipline problems quite often but it may be pointed out that whenever a student teacher in Pakistan faces a discipline problem it is relatively more serious than discipline problems faced by an American student teacher. Several persons mistakenly blame either the student teachers or the school students for all the discipline problems. Discipline problems arise due to several reasons. Kolson states, "In analyzing the discipline problems of student teachers we find that they can be grouped into three major classifications; those caused by situations, those caused by inexperience; those caused by student teachers" (2:156). To this classification I would add one more "those caused by school students." I made this addition purely on the basis of my personal experience. I know of the instances where the school students create discipline problems simply to show down the student teacher. It may be pointed out that such events do occur, but rarely, In Pakistan.

Another important source of dis-satisfaction can be the conflicts between supervisory teacher and the student teacher. Such conflicts can arise due to personality differences, religious differences, philosophical differences, and differences due to different teaching techniques adopted by supervisory teacher and student teacher. Besides these conflicts student teachers are awfully dis-satisfied with the kind of criticism made by the supervisory teachers. Dejulio states that student teachers "literally cry out for more constructive criticism from the cooperating teacher. They appreciate all the encouragement they get but too often they feel this is too general and vague. They want specific helps. They want to know 'how I am doing" at several points along the way with all the justification for the assessment soundly defined and points along the way with all the justification for the assessment soundly defined and pointed out," (1:19). In some cases it has been found that supervisory teachers being older than the student teachers, feel jealous of their young and fine appearance. In such cases the supervisory teacher feels that school students will feel interested and attracted towards the student teachers and consequently tries to "run down" or isolate the student teacher. Such experiences can be greatly dis-satisfying for the student teacher. Before making assignments a careful consideration should be given to personality factors, philosophical differences, religious differences, and the strengthes and weaknesses of teaching techniques. Furthermore, in-service training should be provided for the supervisory teachers to enlighten their outlook about the student teaching program.

The third major source of student teachers' dis-satisfaction is rooted in their interaction with the college supervisor. Here again students express dis-satisfaction with the criticisms and the evaluation made by the college supervisors. Dejulio states that student teachers "are perfectly willing to have more supervision by the college supervisor and in fact feel somewhat cheated if no more than a minimum number of visits are paid..." (1:19). He further states that according to the students' judgments "there are too many dis-satisfied, disgruntled, and unqualified college people attempting to provide student teaching supervision today," (1:19). Naturally with this kind of feeling about the college supervisory staff the student teachers will seldom be at ease while dealing with them. It is necessary that in the interest of the student teaching program the college supervisory staff should not only be better qualified but also willing to perform the duties wholeheartedly. I feel that Michigan State University has taken a commendable step in this regard. Efforts should also be made that the perceptual overlap among the student teachers and the supervisory staff may be enhanced.

Another source of student teacher's dis-satisfaction, though not common, is the conflicts between the school administrator and the student teacher. These conflicts can arise due to personality differences, philosophical differences and differences in religious beliefs. Although such conflicts are not very common yet it is necessary that while making assignments these factors should be kept in view.

Student teachers can experience dis-satisfaction as a result of conflicts between value patterns of the community and those of student teachers. The pluralistic nature of American culture does indicate that some differences in value patterns may occur from community to community. Countries like Pakistan which are characterized by a single religion are not immune to such minor cultural differences. In W. Pakistan, for example, there are over ninty per cent Muslims yet, cultural values vary greatly from one part of the province to another. For such a situation the student teachers should be assigned to a particular community where he could function adequately. In case, a student teacher has to be assigned to a community with different values and beliefs than those of the student teachers, he/she should be properly oriented and prepared to respect the value and beliefs of the community.

A strange but applaudable kind of dis-satisfaction expressed by student teachers is that during the student teaching period they are not provided with chances to experience the overall school life. This is especially true in Pakistan. Student teachers have the concern for teaching the lesson-- nothing more. The sphere of student teacher's activities in the U. S. A. is also limited than they can experience and than they want to experience. The student teachers feel and express this deprivation. It is necessary that student teachers should be allowed and encouraged to gain broader experiences than the routine job by attending staff-meetings and sharing extra-curricular responsibilities.

A large part of student teachers' dis-satisfaction is due to their personal short-comings. Lack of adequate knowledge, lack of self-confidence, inability to explain clearly, lack of human relation abilities, desires for cheap popularity among students and several other personal elements results in poor performance and inappropriate behavior. Consequently the student teachers are frustrated. The student teacher is in the becoming stage. Supervisory teacher and college supervisor in particular and all others concerned with student teaching programs in general, should create a facilitating environment around the student teacher. They should not let him be discouraged by his failures but should guide him to learn from his mistakes.

All the sources of student teachers' dis-satisfaction outlined above are not isolated from one another. Rather, they are so inter-related that malfunctioning in one area will bring about effects in others. For example, poor performance in the class will result in a discipline problem, displeasure of supervisory teacher.

Finally, it may be pointed out that in this paper effort has been made to pin-point some sources of student teachers' dis-satisfaction. This is not all. There can be many more. Further, it is not necessary that in every program the problems, faced by the student teachers, in the respective areas will be equally important. In some universities the teacher training programs are stronger in certain respects than others. For example, at Michigan State University the student teaching program was found to be much stronger and well undertaken than the programs of other institutions which the writer came to know through reading literature. The M. S. U. people have taken the necessary steps and are continuing in the direction of constant evaluation and refinement of their program. This is what the other institutions ought to do.

BIBLIOGRAPHY

Dejulio, Anthony M., Problems of Student Teachers, The American Teacher Magazine, Vol. 46, Number 1, Dec. 1961.
Kilson, Clifford J.; The Student Teacher and Discipline, Peabody Journal of Education, Vol. 35, Number 1, July 1957.
Schell, Jeannette; An Approach to Student Teaching, Journal of Health, Physical Education, Recreation, Vol. 36, Number 7, Sept. 1965.
Thompson, Michael L.; Identifying Anxieties Experienced By Student Teachers; The Journal of Teacher Education, Vol. XIV, Number 4, Dec. 1963.

A STUDENT TEACHER SEMINAR ON READING

Alice Smith
Supervisor,
Alma College

The following is a detailed lesson plan for a two and one half hour student teacher seminar concerning reading. The seminar is designed for presentation to secondary student teachers and would be best used about half way through the student teaching experience.

Why Instruction in Reading is Important for Secondary Subject Matter Teachers

There are four basic reasons for teachers of math, science, social studies, and other subject matter fields to know how to diagnose and how to treat students' reading difficulties as well as how to improve the reading abilities of all their students.

First of all, any given heterogeniously grouped secondary class could contain students whose reading levels range from fourth grade to college. It would even be likely to contain non readers. In an ordinary tenth grade class, for example, it is quite possible that 30% of the students could not read the basic textbook. This retardation obviously will hinder these students' learning capacities. The teacher should be aware of this situation and should be equipped to counter-act it as effectively as possible.

Another reason for teachers being equipped to "teach" reading is that most students, with proper instruction, can improve their reading. It is also true that reading instruction "is more effective when directly related to the work being carried on in the content field in which improvement is desired." (2)

Since a majority of school programs no longer offer a developmental reading program beyond the sixth or seventh grade, the responsibility for helping students grow in reading ability falls to the subject matter specialists. That school administrators believe reading to be the subject matter teacher's responsibility is often reflected in the statement, "every teacher is a teacher of reading." Many secondary schools' curriculum guides espouse such a philosophy.

A further argument for the necessity for all secondary teachers to help their students improve in reading concerns the college bound. College entrance tests are heavily wirghted to tese reading rate, comprehension and vocabulary. Material used is usually non-fiction, science or social studies oriented and not typical of reading donein English classes. Thus reading instruction, if it is to equip these students to do well on these examinations, cannot come only from English teachers. Subject matter teachers can best prepare students for these exams by teaching their students the most effective ways to read the type of material used in their classes.

Why Include Reading in a Student Teaching Seminar

During student teaching the trainee can see first hand the reading weaknesses and strengths of his students. Instruction in how to improve students' reading will thus be very meaningful. The teaching of reading is usually not a part of secondary methods courses, so student teachers know little about it. Reading, as much as any other single factor determines success in school. Fay (1) states "that over 75% of all that is learned at the secondary level is acquired through reading."
Because reading is so important then, and because the student teaching experience offers a good opportunity for showing future teachers how to help students improve their reading, the seminar is one logical place for such instruction.

Objectives of the Reading Seminar

1. To show student teachers how greatly students' reading ability will affect the teacher's effectiveness in the classroom.
2. To show student teachers their responsibility for improving their students' reading
3. To show student teachers methods and approaches which can be used in helping students improve their reading
4. To acquaint student teachers with existing and potential specialized programs and materials for reading instruction outside the regular classroom
5. To encourage students to take a course in reading when they enroll for graduate work within the next few years.

The Approach

I. Introduction and Motivation (about 15 minutes)

- A. Questions for brief discussion
    1. Can all your students read the textbook(s) being used in the class you teach?
    2. How do you know?
    3. How can you find out?
    4. Is improving reading your job?
    5. What can you do to improve their reading?

- B. Reactions and answers to questions in A
    1. 30% or more of a heterogeneous class will be reading below grade level.
    2. Have each read a specific paragraph and you ask him questions or have students read aloud to determine how well they can identify the vocabulary (they may not know meaning of word they can pronounce).
    3. Same as 2.

4. This depends somewhat on how much of the work in your class is dependent upon reading. Do they fail tests because they don't know the answers or because they can't read the questions? Are they too dense to understand the material or is it just that they can't read the words?
5. This is what today's seminar is all about.

C. Hand out the following "reading assignment"

Read the following selection carefully and answer the three questions.

Jaragsos shall be slunated among the several States according to their inrustive numbers, counting the whole number of persons in each State, choice of resuking Indians not taxed. But when the right to vote at any election for the choice of retikkers for President and Vice President of the United States, Representatives in Congress, the Sagistive and the Madsical officers of a state, or the members of the Radmamture thereof, is inseamed to any of the male reclusts of such State, being twenty-one years of age, and citizens of the United States, or in any way sliged, except for participation in rebellion or other crime, the basis of ocosination the rein shall be reduced in the unation which the number of such male citizens shall lear to the whole number of male citizens twenty-one years of age in such State.

1. From where do you think this selection was taken?
2. What is it designed to prevent?
3. How can those who fail to comply to this section be punished?

(When the reading is given to the student teachers, the nonsense words should not be underlined. The words replaced are: Representatives, apportioned, respective, excluding, electors, Executive, Judicial, Legislature, denied, inhabitants, abridged, representation, proportion, bear. The paragraph is taken from the Constitution of the United States).

1. Give the students five minutes to try to read and figure out the answers to the three questions.
2. Ask for the answers. If none are forthcoming, give them the correct words.

Purpose of Above Excercise: It should show the student teacher how frustrating and discouraging it is not to know certain words; it makes comprehension difficult if not impossible; a student faced with this constantly can easily loose interest in what a class is doing, particularly if it is heavily dependent on reading.

II. Techniques Usable for Improving Students' Reading (about one hour) It is suggested that the seminar instructor have the student teachers actually go through these excercises and activities. All are applicable to the student teacher's own classroom, and he will be more likely to use them after having seen a master teacher (the seminar instructor) use them.

A. Rate of Reading
  1. Stress making rate appropriate for purpose
  2. Demonstrate how different rates are used
    a. skimming (useful for gaining overview) Using a common text of some kind, give students two minutes to find out what 10 or 15 pages of material is about. After two minutes, quiz them.
    b. Scanning (useful for picking out a specific detail). Again using a common text (or a hand out) ask students to find a specific fact--date, number, cause, etc.-- on a given page. This is a good technique for teaching students to locate facts quickly.
    c. Reading for directions. This kind of exercise will show the need to read directions slowly and, at times to reread. Hand out simple instructions which students can follow in class. (ex.: Wave to the person sitting between you and your next closest neighbor on the left; get up and go over to the second person who smiles at you and shake his hand).

After each of the above excerises, the seminar instructor can lead a brief discussion on how these and other techniques can be adapted for use in their classrooms to help students learn to adjust their rate of reading to their purpose. The discussion might also include how rate would and should be different in reading a newspaper as compared to reading Shakespeare, or reading a technical journal as compared to reading a novel.

  3. Show movie: How Effective Is Your Reading? (Coronet, B&W, C, 11min) or Improve Your Reading, (Coronet, B & W, C, 11 min.).
    a. Properly introduce the film; perhaps it would be wise to provide a study guide both in terms of how student teachers can use ideas of the film to improve their own reading, and how the film can be used to help their students improve reading skills.
    b. show film
    c. discuss film in terms of two items in a above

(Many other excellent films regarding improving reading are available. They concern rate, comprehension, reading maps, charts, graphs, study skills, doing research, etc.)

  4. Demonstrate use of rate improvement devices such as reading pacers, tachistoscope, Craig Readers, SRA reading lab. This demonstration could be best done by a reading consultant brought in for that purpose.

BREAK 10-15 minutes. This time can be used for further examination of above materials, for practice with the machines, and for individual discussion with the consultant. Allow enough time for everyone to really get a chance to do those three things. Other reading materials could also be available for examination such as supplementary paper backs, reading skills workbooks, magazines for slow readers, college text books on reading. It would be desirable to have on hand (for sale or to give to student teachers) copies of What Research Says to the Teacher About Reading in the High School. It is a short but complete NEA Research Bulletin (no.11) and costs only 25 cents.

The following is a summary of information about reading which should be made available to the student teacher. It could be presented through hand-outs, lecture, discussion, or any other means which the seminar instructor might choose. About an hour would remain for this.

B. Vocabulary Improvement

Student teachers should be reminded of the need (and the beneficial effects) of their giving special instruction in the use and understanding of vocabularly which is specifically related to their subject matter field. Teachers often assume that because students can pronounce and recognize words such as democracy, hypothesis, imagery, or equation, that they understand them. Such an assumption can be erroneous and the student teacher must be constantly aware of the need to define terms and to clarify meanings.

A systematic study of specialized words in connection with related study and activities has a positive relationship to broadening vocabulary and to improve reading comprehension. Making certain that students are familiar with the vocabulary use in a particular subject is the responsibility of the teacher of that subject. For specific word study techniques, see chapter 7 and 8 of Strang's (3) The Improvement of Reading which deal with reading as it relates to subject matter fields.

C. Comprehension

Understanding what one reads is an extremely complex operation, so helping students to improve comprehension is also complex. Probably the most that student teachers can be taught about comprehension in a few hours of seminar study would be the identification of the major elements of reading comprehension so that they will at least be aware of the areas in which they can operate. These areas include:

1. Paragraph Analysis
    a. finding the main idea or main point
    b. identifying supporting ideas of information. These two aspects help the reader identify what is said. How what is said should be interpreted or how it can be applied concern the second aspect of comprehension.

2. Critical Thinking. Given practice and ample opportunity to question, evaluate, and react to their reading, students can develope and improve comprehension. They must be taught and given practice in asking of their reading, How does this relate to what I already know? How can I use this? What do I think of this?

Teachers who encourage students to read many sources rather than one textbook which becomes the bible, will be helping them see that there is not always just one answer or one point of view. When students realize that, the conditions for critical and creative reading are more likely to be present.

III. Presentation of Study Hints which secondary student teachers can point out to their students

A. PEAPing. This approach is designed for use in reading textbook material and is best suited for assignments of a chapter or more in length.
  1. Previewing is the first step.
    a. read introduction
    b. read summary
    c. read bold faced headings
    d. examine charts, graphs, and maps
    e. the four activities above will take a minute or two but will enable the reader to know what is coming so he can get more from it.
  2. Evaluate. This step is related to previewing. It means deciding how the particular material should be read--closely and carefully, by skimming, whether parts can be omitted, etc.
  3. Attack. This step included the actual reading. The reader should:
    a. sit in an erect position in a quiet, well lighted room
    b. be alert to the material. He should think about it as he reads and react to it.
  4. Processing is the final step. It includes doing something with what is read. It could include:
    a. underling or outlining for future reference
    b. summarizing main ideas in a few sentences
    c. taking notes for use in research paper
    d. discussing material
    e. acting on the basis of reading (changing a behavioral pattern, writing a letter, reading additional material, etc.)

B. Test Taking. Students can be given many hints about improving their performance on tests:
  1. Read instructions carefully.
  2. Find out if wrong guesses bring a penalty.
  3. Budget time according to value of questions.
  4. Organize thoughts before beginning to write answers to essay questions. Answer the question asked and

support your answer with facts, reasons.
5. Check over the answers when you have finished.

C. Reading Maps Charts and Graphs
  1. Hints to improve chart, graph and map reading
    a. Find out what the symbols mean (use key).
    b. Read titles, headings, and explanations accompanying it.
  2. Student teachers (who volunteered at a previous seminar) could give 2-3 minute demonstrations on teaching how to read a particular map, chart or graph.
  3. Remind student teachers that students who are given instruction and practice in making their own maps or charts will become much more skillful in reading them.

IV. Techniques for Helping Non Readers or Very Retarded Readers to Learn Despite Their Reading Handicaps
  A. Have the other students read assignments to them.
  B. Use projects, the unit method or group approaches so retarded readers will be free to use materials other than the text. The materials used by them can be much easier.

  C. Build up a file of information from easier books or magazines on topics covered in the class; let readers who can't read the text use these materials.
  D. Have superior students write reports, analysis of events, procedures for an experiment, etc. which can be read by poor readers.
  E. Tape significant theories, facts, and background information which most students can read but which non readers or very poor readers can study by listening to tapes.
  F. Use instructional media besides books as much as possible-films, film strips, charts, graphs, maps, diagrams, and tapes.

This minimal information on reading and how secondary teachers might improve their students' reading is designed mainly to acquaint student teachers with the scope of reading and to have them consider their role in reading improvement. It should be stressed that reading in itself is a vast area which teachers should be encouraged to study further.

Bibliography

1. Fay, Leo C. Reading in the High School. Dept. of Classroom Teachers. N. E. A. Washington, D. C. 1956.
2. Reeves, Ruth E. "An Experimen in Improving Reading in the Junior High School, " English Journal, XLVII (January, 1958), 15-20.
3. Strang, Ruth and McCullough, Constance. The Improvement of Reading. McGraw Hill Book Co., Inc. New York. 196;.

OUTLINE OF A PILOT STUDY IN SECONDARY INTERNSHIPS

Robert G. Underhill

Doctoral Student in Mathematics Education
Michigan State University
East Lansing, Michigan

When I heard of the interesting activities carried on here at Michigan State University and at other institutions of higher learning in the field of student teaching and teacher preparation, I was stimulated to think of various programs at the secondary level. It is my feeling that the internship program offers a very wonderful opportunity for future teachers to become acclimated to their chosen profession. It is with this in mind that I present the following very general plan for your consideration; it is an attempt to "test out" the workability of a secondary internship program and to learn what kinds of new problems will confront us in actual practice. Because of the monies involved, this experiment can most easily be carried out by a graduate student with teaching experience who is interested in teacher education. This will be easily seen as we get into the actual set-up for the pilot study.

Assuming that such a person is available, the second step would be to find four schools to cooperate in the venture and four seniors who will be entering the teaching profession. In order to make the plan conducive to both parties, I believe that the idea could be sold to the schools on the basis of having first year teachers who will be closely supervised and who would receive professional help in adjusting to teaching, in preparing their work, in evaluating students' work, and in making use of available resources. As for the students who would be graduating and who would be willing, and, hopefully, eager to participate in this study. I would recommend a variation of the elementary internship program in one major respect: whereas the elementary interns receive a $3500 stipend while they are teaching during their senior year, I would recommend that a stipend of $4500 be offered to these students who will have already received their degrees. This would be done during the initial phases of the program until it can be set up on the same basis as the exixting elementary internship program.

By working from a basic $5500 for each teacher, the $4000 remaining after each of the four teachers has received a $4500 stipend could be used to pay the graduate assistant and defray the expenses of the program. If additional funds were deemed necessary, a small Federal Grant could probably be secured for the initial phases.

The reason I have recommended the use of four teachers to begin with is that the graduate student would be able to work with these four interns four days each week and use the fifth day for administrative details, research, and, very importantly, to train a Master Teacher from one of the four participating school systems to take over the project in its second year. I would envisage repeating this entire process for two, three or perhaps even four years or some modification of it.

When the students begin operating under the present system of the elementary internship program, the stipend would be decreased to $3500 and the Master Teacher in the setting would be given a salary of $9000 to $10,000. When the program gets on its feet in several academic areas, the job of the University would become primarily one of consultation with a University Clinical Professor of Student Teaching helping with special problems in the general teaching area and sjbject matter specialists at the University also being available for consultation.

I would recommend weekly or bi-weekly seminars for these interns to share experiences and deal with common problems. I would further recommend that the University sponsor a one-week workshop for tne Master Teachers in each subject matter area in the fall shortly before the public schools commence their fall terms.

I feel that this program of specialized supervision can function effectively in an off-campus center by using the subject matter specialists in three ways. By locating centers in areas where two groups of 10 teachers could be placed each year, the subject matter specialist could (1) teach the methods and (2) supervise the student teaching of the junior year as well as (3) serve as a consultant to the interns. Probably this would work best to hold five seminars each week: two methods seminars and two teaching seminars for the student teachers and one seminar for the interns. This plan would achieve a maximum utilization of personnel, and it would be feasible to place three or four of these specialist in a center.

The major problem that will arise, in my opinion, is the placement of interns. The tunrover of secondary teachers is lower than that of elementary teachers and I rather doubt that the expansion in size of a given school population would be able to absorb 10 new teachers every year through such expansion and turnover. Therefore, I would deem it necessary to include in the agreement with the participating schools the stipulation that interns would be subject to transfer after two or three years in the event that turnover and expansion would not provide places for 10 new interns each year.

This is a challenge which is worthy of your thoughtful consideration.

RANKING OF STATEMENTS ON FEEDBACK INSTRUMENT FOR ANALYSIS OF TEACHING BEHAVIOR

B. Bradley West

Graduate Assistant
Teacher Education
Michigan State University

The purpose of this paper is to report the results of the ranking of statements (see Appendix A) on the Feedback Instrument For Analysis Of Teaching Behavior (see Appendix B) by 26 of 28 participants in the Seminar in College Supervision of Student Teachers.

This brief study was prompted by the thought that perhaps teacher educators would view some statements on the Feedback Instrument as more important than others. Although the ranking sheet was designed in a typical "forced choice" format, there is general agreement on the relative importance of the statements.

The occurance of general agreement prompts further questions:

1. Is rank order important when using this instrument for evaluation of student teachers?
2. Can a teacher's "style" be determined by observing which descriptions he practices more frequently (i.e., any relation to Flanders categories for Interaction Analysis?)
3. Do those descriptions which tend to be ranked first or near first occur with greater frequency in "good teaching" than do those with lesser rank?

RANKING: FEEDBACK INSTRUMENT FOR ANALYSIS OF TEACHING BEHAVIOR

I. Planning

Original Position	New Position	Mean Rank	Statement
4	1	2.2	Considers students' need and desires
1	2	3.0	Plans are clear and concise
2	3	3.3	Pupil participation in planning
3	4	3.7	Commonly established goals
5	5	3.9	Flexibility in carrying out plans
6	6	4.9	Opportunity for positive behavior outlets

II. Selecting and Utlizing Materials

2	1	1.3	Uses visual aids to clarify meanings
1	2	1.7	Uses visual aids to stimulate interest

III. Motivation

1	1	2.6	Cheerful, enthusiastic and receptive
3	2	2.7	Uses children's experience and knowledge
4	3	2.6	Introduces material at familiar level
2	4	3.8	Recognizes children's contributions
6	5	4.3	Active participation in discussion
5	6	4.8	Students have leadership responsibility

IV. Telling

1	1	1.4	Directions are clear and concise
2	2	2.5	Is basically consistent
3	3	2.7	Provides needed clarification
4	4	3.4	Utilizes visual presentation

V. Helping

2	1	2.7	Makes material meaningful to students
1	2	2.8	Moves from simple to complex
6	3	3.6	Encourages active pupil participation
5	4	3.6	Relates new information to old
4	5	3.6	Uses concrete examples or experiences
3	6	4.7	Uses a multi-demensional approach

VI. Developing A Secure Classroom Environment

Original Position	New Position	Mean Rank	Statement
1	1	2.1	Helps children experience success
7	2	3.1	Acceptance of others
6	3	3.5	Consideration of others
3	4	4.3	Accepts mistakes in classroom
4	5	4.6	Avoids pupil embarrassment
5	6	4.7	Appears to be calm in tense situations
2	7	5.7	Time for adjustment to new media

VII. Individual Differences

4	1	2.4	Varies pace and nature of activities
2	2	2.9	Uses varied positive techniques (encourages)
3	3	3.5	Reinforces good behavior praise
6	4	3.7	Pupils understand reasons for rules
1	5	3.7	Circulates among students
5	6	4.8	Discourages excessive noise

IX. Evaluating

3	1	2.0	Helps children recognize progress
2	2	2.2	Encourages pupil self-evaluation
1	3	2.9	Uses varied evaluation techniques
4	4	4.8	Rewards pupil effort and achievement

X. Management

1	1	1.3	Considers physical comfort
2	2	1.7	Encourages habits of safety

APPENDIX A

Ranking: Feedback Instrument for Analysis of Teaching Behavior

Name ________________________________

Rank statements on Feedback Instrument. List the number of the statement in what you feel is the order of their importance to you in a student teaching program. (i.e., from MOST important to Least important.)

I. PLANNING

A. ________
B. ________
C. ________
D. ________
E. ________
F. ________

II. SELECTING AND UTILIZING MATERIALS

A. ________________
B. ________

III. MOTIVATION

A. ________
B. ________
C. ________
D. ________
E. ________

IV. TELLING

A. ________
B. ________
C. ________
D. ________

V. HELPING

A. ________
B. ________
C. ________
D. ________
E. ________
F. ________

VI. DEVELOPING A SECURE CLASSROOM ENVIRONMENT

A. ______
B. ______
C. ______
D. ______
E. ______
F. ______
G. ______

VIII. INDIVIDUAL DIFFERENCES

A. A. ________
B. ________
C. ________

VIII. BEHAVIOR

A. ________
B. ________
C. ________
D. ________
E. ______
F. ______

IX. EVALUATING

A. ______
B. ______
C. ________
D. ________

X. MANAGEMENT

A. ________
B. ________

APPENDIX B

Battle Creek Elementary Intern Program

Feedback Instrument
for
Analysis of Teaching Behavior

I. PLANNING

1. Plans are clear and concise.
2. Pupil participation in planning.
3. Commonly established goals.
4. Considers students' needs & desires.
5. Flexibility in carrying out plans.
6. Opportunity for positive behav. outlets.

II. SELECTING & UTILIZING MATERIALS

1. Uses visual aids to stimulate interest.
2. Uses visual aids to clarify meanings.

III. MOTIVATION

1. Cheerful, enthusiastic, & receptive
2. Recognizes children's contributions.
3. Uses Children's experience & Knowledge.
4. Introduces material at familiar level
5. Students have leadership responsibility.
6. Active participation in discussion.

IV. TELLING

1. Directions are clear & Concise.
2. Is basically consistent.
3. Provides needed clarification.

V. HELPING

1. Moves from simple to complex.
2. Makes material meaningful to students.
3. Uses a multi-dimensional approach.
4. Uses concrete examples or experience.
5. Relates new information to old.
6. Encourages active pupil participation.

X. MANAGEMENT

1. Considers physical comfort.
2. Encourages habits of safety.

↗

6. (Under Behavior Control)
Pupils understand reasons for rules.

VI. DEVELOPING A SECURE CLASSROOM ENVIORMENT

1. Helps children experience success.
2. Time for adjustment to new media.
3. Avoids pupil embarrassment.
4. Accepts mistakes in classroom.
5. Appears to be calm in tense situations.
6. Consideration of other
7. Acceptance of others.

VII. INDIVIDUAL DIFFERENCE

1. Provides individual assistance.
2. Considers children's feelings.
3. Eliminates potential distractions.

VIII. Behavior Control (Discipline)

1. Circulates among students.
2. Uses varied positive techniques (encourage)
3. Reinforces good behavior. (Praise)
4. Varies pace & nature of activities.
5. Discourages excessive noise.

IX. EVALUATING

1. Uses varied evaluation techniques.
2. Encourages pupil self-evaluation.
3. Helps children recognise progress.
4. Rewards pupil effort & achievement.

PROVIDING ELEMENTARY CLASSROOM EXPERIENCES FOR SOPHOMORES AND JUNIORS ON THE CAMPUS

Richard C Youngs

Assistant Professor of Education
Illinois State University
Normal, Illinois

Many authorities maintain that meaningful learning cannot occur unless the learner sees the relevancy of the learning One authority maintains that unless information is utilized within 48 hours after it is learned it soon becomes lost to the learner Many college instructors admit that it is difficult to teach students principles which are built on concepts which were developed from second-hand experiences.

There is fairly general agreement that it would be desirable if not imparative to have potential elementary teachers visiting and working in elementary classrooms during their sophomore and junior years. A number of techniques have been employed to provide this experience. The campus laboratory school has served this purpose for a number of years. However, it has some serious drawbacks. No laboratory school can economically serve the hundreds and even thousands of students who require this service on large college campuses. Laboratory schools seldom have typical student populations and hence the college student is unable to get an undistorted view of an elementary classroom. Laboratory schools are expensive to maintain. It is sometimes difficult to find staff who are willing to take on the responsibilities required of a laboratory school teacher.

Another method which has been employed to give college sophmores and juniors first-hand experiences with children has been to require them to become involved in leadership and assisting roles of youth organizations like the Scouts, church groups, and YMCA. Other students have been required to assist in their local school system or in some way obtain for themselves an opportunity to work with children. Obviously the college instructor has little or no control over the functioning of these groups. Any "practice" at a particular point in time which would support a "theory" he was trying to develop would be purely coincidental.

College instructors frequently employ a field trip which they hope will make their teaching more meaningful. Field trips usually involve a large number of students and numerous scheduling difficulties. Here there is the problem of a very limited contact for a short period of time which occurs only once or at best infrequently. Generally field trips offer the college student only a chance to look and no chance to do.

There have been attempts to make arrangements with local schools to provide college students with these necessary pre-student-teaching experiences. In addition to the fact that these schools have as their primary responsibility the education of children, they soom develop the problems which plague the campus laboratory school.

We are then faced with a dilemma. On one hand it is imperative that we provide prospective teachers with first-hand learning experiences in elementary classrooms during their sophomore and junior years. On the other hand, there has not been a satisfactory arrangement for providing these experiences.

The Campus School with a Rotating Population

This innovation provides the campus school with a rotating population. For purposes of illustration imagine a campus laboratory school with space for two classes at grades kindergarten through six, a total of fourteen classrooms. In addition there are the other auxillary areas, gym, lunch room, etc.. This building is staffed with only a minimal supervisory staff; possibly a principal, two assistants, and some office help. The building, its maintainance and the supervisory personnel are provided by the university.

The teachers and children are recruited from the local community in the following fashion. A number of classrooms of children throughout the local community are selected. The criterion for selection is a willingness on the part of the teacher to teach her class one day a week in the campus school. It should be pointed out that it may be necessary to adjust these classes so that they contain students for whom parental permission has been obtained to transport the class to the campus school. Continuing our example then, on Monday we would find the classrooms of the campus school filled with teachers and their associated classes which have been transported intact from schools in the local cummunity. On Tuesday a second platoon of teachers and their students would inhabit the campus school and so on, on Wednesday, Thursday, and Friday. On Monday the cycle would begin again.

Consider now the possibilities for assigning sophomore students to observe and for providing junior students with opportunities for participation activities. If two praticipants and two observers were assigned to each classroom for the morning session, fifty-six students could be accomodated. If a similar number were assigned to the afternoon sessions a total of 112 students could be provided with opportunities to observe and work with children. This same pattern could be repeated on all five days of the week, hence, providing opportunities for well over five hundred college students each term.

There are many advantages offered by this cyclic arrangement. College students could be assigned for a particular period of time each week and thus, always be able to work with the same group of children. Or on the other hand, students would have an opportunity to view ten different second grade classrooms from presumably various socio-economic backgrounds without having to travel extensively. The classroom teacher would need to work with only a small group of college students and, hence, be more able to know them personally. The classroom teacher would be "on display" only one day each week and, thus, reduce this burden. With a team of seventy teachers engaging in a variety of instructional techniques it would be easier for the college instructor to find practices which support theories which he is currently developing in class. Again because of the rotating nature of this plan each campus school teacher will probably find it necessary to work with just one college instructor, concentrating on a teaching method which correlates with the college instructor's course.

The university benefits financially by this arrangement over the typical laboratory school arrangement because it saves at least the salaries of the laboratory school teachers. (The teachers who serve in the campus school ought to receive some payment over and above the salary which is paid by the local school system.)

Summary

In summary then this plan involves bringing in, on a rotating basis, whole classes of children and their teachers. It has the advantage of offering many more on campus contacts for college students while reducing the cost of the typical laboratory school setting.

TO: The Contributors

FROM: The Editor

The strange mechanical arrangements you will discover in this brochure --large spaces at the bottom of some pages, varying spaces between some paragraphs, and blank spaces in some lines--should be explained.

The little lady who prepared most of the stencils did a number of interesting things; for example, she single spaced all materials as instructed, but ended each stencil where each page of your original manuscript ended. This produced about 200 stencils. Cutting and cementing various parts of stencils together, preferably at paragraph breaks, reduced that number to the present 134 pages. She also had the habit of leaving out words or phrases in one or more lines and repeated some words and phrases in other lines. This last procedure will explain some of the strange blank spots in some lines, and the crowded inserts appearing in other lines.

At first we thought we might have to do the entire set of stencils again, but my very capable secretary has managed to arrange, re-arrange, type-in, block-out, and re-cut so the papers can be mailed to you at the promised time.

Both manuscripts and stencils have been read and re-read carefully, but I suspect errors will be found later that will prove embarrassing to both you and to me. Let us hope the errors will not be too serious.

It is my sincere wish that you will find these materials of use in your work of directing, coordinating and supervising student teaching.

C. W. Dow

October, 1966